

# APPLICATION PACK

<b>POST OF</b>	Vice Principal responsible for Quality of Education: Curriculum, Assessment & Inclusion
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DETAILS ABOUT THE POST	
<b>GRADE</b>	L22 - 25
<b>TYPE OF POST</b>	Full Time, Permanent
<b>START DATE</b>	September 2022
<b>REASON FOR VACANCY</b>	SLT Expansion

INFORMATION PROCESS	
<b>CLOSING DATE</b>	4 <sup>th</sup> May 2022 – 9am
<b>INTERVIEW DATE</b>	10 <sup>th</sup> and 11 <sup>th</sup> May 2022
<b>INTERVIEW PANEL</b>	TBC

EMPLOYMENT CHECKS REQUIRED	
<ul style="list-style-type: none"> <li>• Completed application form</li> <li>• Employment history including explanation of any gaps</li> <li>• Proof of academic and professional qualifications</li> <li>• Receipt of two professional references</li> <li>• Enhanced DBS. Overseas criminal records check (if appropriate)</li> <li>• Prohibition from teaching check</li> <li>• Right to work in the UK</li> <li>• Health check</li> </ul>	

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19 April 2022

Dear Applicant

**RE: Vice Principal Post**

- **Vice Principal responsible for Quality of Education: Curriculum, Assessment & Inclusion**

I am delighted that you have expressed an interest in the above vacancy we have here at Duke's Aldridge Academy. This post is as a result of expanding the current Senior Leadership Team model.

Please find attached an application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Rosie Mevlit, HR Partner on 020 8275 4851 or [recruitment@dukesacademy.org.uk](mailto:recruitment@dukesacademy.org.uk) or my Executive Assistant, Sonia East on 020 8275 4803 or [sea@dukesacademy.org.uk](mailto:sea@dukesacademy.org.uk).

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy joined Aldridge Education Trust (AET) in September 2017. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' at its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects, by our next inspection.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously coaches and supports its teachers to become excellent. The academy has achieved a dramatic improvement in attainment over the past few years, breaking through the presumptions that social deprivation limits attainment.

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Our main focus and priority is to continue to raise achievement beyond national averages and that of academies whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances and aspirations.

When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to **“be the best you can be”**.

We seek an outstanding, committed and innovative strategic leader, who has proven significant leadership across a school with the ability to design and embed policy, build teams and empower others.


As Vice Principal, you will be responsible for leading on aspects of school improvement which play to your strengths and interests. You will be a role model to staff, who will look to you for outstanding line management, support and challenge. We know that outstanding leaders have transferable skills and are confident and effective in all aspects of their leadership but we also recognise that as a new senior leader, you will need to support and challenge yourself so that you can grow to be the best you can be; we will support you to make this happen.

We are seeking to appoint two able, highly motivated, enthusiastic and inspirational Vice Principals to join a strong, extremely passionate, supportive and forward-thinking senior leadership team. We want the best for our students, so you must be an outstanding teacher who makes a difference in the classroom. You must be committed to securing high standards, have high expectations and raising academic attainment for all students irrespective of their starting point. You will relate to the academy's motto, 'Inspire to Excel' and enjoy working with a rich, diverse group of young people in a dynamic and vibrant learning environment.

If you feel that you are the person we are looking for, I look forward to reading your application should you decide to apply for the post of Vice Principal. I look forward with interest to receiving and reading your application.

In completing your application, please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

Yours sincerely,



Monica Duncan  
**Principal – Duke's Aldridge Academy**

**Additional information about our academy can be found on the academy's website:**  
[www.dukesacademy.org.uk](http://www.dukesacademy.org.uk)



## Our Mission

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Inspire to Excel

## Our Vision

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Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

## Our Values

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We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

### We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

Aldridge Education is a charitable trust whose entrepreneurial community schools help young people to reach their potential. We support our Principals and teachers in rapidly improving the quality of education on offer at early years, primary, secondary and sixth-form levels in order to transform the life-chances of our students.

Aldridge Education was established as a national multi-academy trust by the Aldridge Foundation in 2016, taking over responsibility from the Foundation for its family of non-selective academy schools and colleges, some of which are part of the multi academy trust whilst others are currently independent Trusts sponsored by Aldridge Education.

Sir Rod Aldridge launched the Aldridge Foundation in 2006 after retiring from Capita Plc, the business he set up and which became one of this country's most successful companies. Our shared belief is that by introducing young people to, and helping develop in them, the core attributes of entrepreneurship, we can provide context and relevance to their learning, foster creativity, passion, determination, risk taking, problem solving and teamwork. These characteristics help our students achieve in their education and acquire further vital skills for adult life.

For more information, please view our website: <http://aldridgeeducation.org/>



**JOB DESCRIPTION:** Vice Principal responsible for Quality of Education: Curriculum & Assessment

<b>Post Title:</b>	Vice Principal responsible for Quality of Education: Curriculum, Assessment & Inclusion
<b>Location:</b>	Duke's Aldridge Academy
<b>Purpose:</b>	<p><b>OVERALL OBJECTIVES FOR THE POST:</b></p> <ul style="list-style-type: none"> <li>• To further develop the whole school assessment policy to complement the teaching and learning policy in order to support the improvement in student outcomes</li> <li>• Ensure a consistent and continuous school-wide focus on student achievement, using data and benchmarks to monitor progress in every students' learning and assess impact of tracking and intervention.</li> <li>• Carry out the professional duties of a school teacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD).</li> <li>• To work in partnership with the Principal and SLT to provide strategic leadership and operational direction</li> </ul>
<b>Reporting to:</b>	Principal
<b>Liaising with:</b>	SLT, subject teachers and pastoral teams
<b>Working time:</b>	195 days (Full time)
<b>Salary:</b>	L22-25
<b>Responsibilities:</b>	<p><b>Principal Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• Manage the work of a variety of academic leaders, and working collegially with colleagues in the Senior Leadership Team.</li> </ul> <p><b>General Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Uphold and protect the reputation of the academy</li> <li>• Role model our ethos and expectations</li> <li>• As a member of the Senior Leadership Team, the Vice Principal will share responsibility for the ethos, management and strategic leadership of the academy. They will also play an active role in developing, sustaining and modelling the skills, attributes and behaviours of a high-performing leadership team.</li> </ul> <p><b>Whole School Assessment</b></p> <ul style="list-style-type: none"> <li>• Lead, implement and evaluate the strategy of formative and summative assessment to ensure that timely, efficient data enables staff to reshape the curriculum, leading to students gaining confidence in their knowledge and skills.</li> <li>• Lead on the developing and embedding of appropriate assessment systems and the running of an accurate assessment</li> </ul>



policy, to ensure that assessments are rigorous and robust; and internal data is accurate.

- Report data analysis to Principal and Local Governing Committee, including a written annual examinations results report for the Local Governing Committee
- Responsibility for termly progress meetings.
- Support the and Heads of Faculty to oversee their implementation of consistent and effective intervention to support students' academic development.
- Be present on GCSE and results days and oversee the production of reliable, accurate results data.

### **Curriculum**

- Have an expert knowledge of national curriculum trends, issues and changes.
- Lead on the implementation of the academy's approach to curriculum planning and sequencing so that the intent is clear and gaps in students' knowledge and skills are addressed and excellent progress is seen over time. Link this with new accountability measures and to ensure that all students are prepared well for chosen career pathways.
- Lead on ensuring that the curriculum builds on the foundations of the primary curriculum and is a gateway to further career pathways into education, employment and training.
- Ensure a broad, structured, coherent, diverse and inclusive curriculum which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum

### **Inclusion**

- Ensure the academy holds ambitious expectations for all students including those with additional and special educational needs and disabilities
- Ensure the academy fulfils its statutory duties with regard to the SEND code of practice

### **Standards**

- Contribute to the crafting, implementation and review of the SEF, SIP and other whole-school documentation, producing timely information on achievement and standards.
- Lead on whole-school strategies from the priorities within the SIP and in agreement with the Principal.
- Challenge under-performance at all level and ensure effective support and challenge is in place when standards are not met.
- Develop and embed a programme of self-evaluation within and across departments so that insightful and timely self-evaluation leads to improved teaching practice for all staff.

- Keep up to date with developments in education on a local and national level and bring new ideas and thinking into the school where this would benefit or enhance ways of working.
- Develop and lead on whole-school Professional Development, including leading staff INSET with other relevant staff.

### **Strategic direction, development and accountability**

- Be responsible for the overall achievement of the disadvantaged students. Work closely with other senior and middle leaders to implement research driven intervention strategies to close the gap between disadvantaged and advantaged students. Prepare and present monitoring reports for Pupil Premium to various stakeholders
- Lead and support the leaders of inclusion to further embed the good practice by developing the provision for students with a range of learning needs

### **Professional Duties**

- To be a proactive member of the leadership group and advise the Principal as appropriate on all matters relating to the Vice Principal's area of responsibility
- To take the lead in promoting the best educational practice in the school and to manage change effectively
- Leadership of ongoing strategic development in the relevant whole-school areas of responsibility
- To participate in the review, monitoring and evaluation of performance standards across the school
- To take responsibility for a significant area of the academy including designated staff
- To participate in academy review and appraisal processes and to act as a team leader where appropriate

The main areas of responsibility are listed, but can be varied by agreement. Responsibilities, which will be shared with other members of the Senior Leadership Team, will include promoting high standards in both academic and pastoral areas and contributing to the overall development of the academy.

### **School Culture and Behaviour**

Under the direction of the Principal, the Vice Principal will:

- Create a culture where students experience a positive and enriching school life
- Uphold educational standards in order to prepare students from all backgrounds for their next phase of education and life
- Ensure a culture of high staff professionalism rooted in mutual respect and the pursuit of excellence.

- Encourage high standards of behaviour from students, built on cultural routines that are understood by staff and students and clearly demonstrated by all adults in the academy
- Use consistent and fair approaches to managing behaviour, in line with the academy's behaviour policy

**School Ethos**

- Play a full part in the life of the school community, to support its distinctive mission and ethos and encourage and ensure staff and students follow this example
- Comply with the academy's health and safety policy and undertake risk assessments as appropriate
- Work within the framework of the academy's ethos, adhering to the Code of Conduct for staff at all times
- To maintain high standards of professional behaviour and presentation
- Any other duties commensurate with the grade which may be required from time to time
- All staff are expected to take part in necessary training and staff development
- To contribute to the broader life of the academy, including through active involvement in enrichment activities
- To undertake any other duties as specified by STPCD not mentioned in the above

**EQUAL OPPORTUNITIES:**

Demonstrate and share in the academy's commitment to equality and inclusivity.

**SAFEGUARDING:**

It is the post holder's responsibility to promote and safeguard the welfare of children and young people with whom he/she comes into contact and to adhere to and ensure compliance with the Academy's Safeguarding and Child Protection Policy Statement at all times.

If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safeguarding or welfare of children in the academy she/he must report any concerns to her/his Line Manager or the Academy's Designated Safeguarding Lead (DSL).

The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Disclosure level - Enhanced DBS with Children's Barred List Check

**HEALTH AND SAFETY:**

Be aware of the responsibility for Personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. Cooperate with the employer on all issues to do with Health, Safety and Welfare and fully comply with the Health and Safety Policy of the academy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from a manager to undertake work commensurate with its level of responsibility that is not specified in this job description.

**Development and Review of Job Description:**

Reviewers: Principal, HR.

This job description may be amended at any time following discussion between the Principal and post holder.



# PERSON SPECIFICATION

The listed criteria below will form the basis of our selection process. It is therefore important you address the element listed below, demonstrating experiences and where appropriate, citing supporting examples within your application letter.

	Essential	Desirable
<b>Training, Qualifications and School Experience</b>		
Applicants will demonstrate in the letter of application and application form that they have followed the following training, qualifications, and school experience.		
Qualified teacher status	✓	
Higher Degree/further qualification		✓
Relevant in-service training during the last two years	✓	
At least three years' experience in SLT	✓	
Assistant Headteacher position with varied specific responsibility		✓
Evidence of personal impact on individuals and teams that has resulted in improved performance and outcomes	✓	
Successful experience of managing whole school change to bring about clear evidence of school improvement for all or groups of students	✓	
A track record of successful whole school strategic planning across both the short term and the long term which has led to improved outcomes	✓	
Proven track record of developing and producing lead documents focused on planning, monitoring and evaluating key areas within the school	✓	
Experience of successfully dealing with sensitive, difficult circumstances and conversations	✓	
Evidence of successfully leading and managing staff outside of your specific subject area, e.g., depts, and year groups	✓	
Experience of successfully presenting initiatives at whole school level to both staff, parents, governors and the local community	✓	
Secure knowledge of statutory requirements relating to the curriculum and assessment	✓	
Evidence of appropriate safeguarding training at senior leadership level	✓	
Experience of managing aspects of the school budget	✓	
Experience of working constructively with parents	✓	
Experience of monitoring staff performance	✓	
A demonstrable commitment to diversity and inclusion	✓	
A commitment to staff professional development and wellbeing	✓	
<b>Personal and Professional Qualities and Attributes</b>		
In their letter of application as well as interview, candidates will need to demonstrate the following:		
Being a strong Leader	✓	
Having the capacity to drive change to bring about school improvement	✓	
Being outcome focused	✓	
Being a decision maker	✓	
Having the ability to build teams and positively influence and persuade colleagues	✓	
Possessing good communication skills (written and verbally)	✓	
A commitment to inclusion	✓	
Being approachable and empathetic	✓	
Having honesty and integrity	✓	
Having a sense of humour	✓	
Being solution focused	✓	
Resilient	✓	
<b>Professional Knowledge and Understanding</b>		
In their letter of application as well as interview, candidates will need to demonstrate the following knowledge and understanding:		

Holding a strong moral purpose for all students to do their very best	✓	
An awareness of the wider community and its perceived challenges		✓
The drive and passion to be an outstanding teacher and leader	✓	
What constitutes 'quality teaching first'	✓	
The energy and drive for continual improvement	✓	
Expecting high standards and aspirations for staff and students at all times	✓	
A sound educational philosophy in line with the academy's ethos and values	✓	
Up-to-date knowledge of recent and planned curriculum developments	✓	
Up-to-date knowledge of national educational discussions, policies and priorities	✓	

# HOW TO APPLY / PROCESS OF SELECTION

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If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online via the Trust's People HR Applicant Tracking System [Apply Here:](#)
2. DBS declaration **must** be completed and returned
3. Interviews are planned for: **10<sup>th</sup> and 11<sup>th</sup> May 2022**

Your application forms should be completed via the People HR System.

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## **Completing the application**

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

## **References**

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

## **Safeguarding children**

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

## **Feedback**

Please note that we do not confirm receipt of applications.

## **Selection process**

Candidates who are shortlisted will be contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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We look forward to receiving your application.