



‘Innovative Education - Transforming Lives’

RECRUITMENT PACK
VICE PRINCIPAL – SEPTEMBER 2021

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Mission Statement

At Exceed Learning Partnership, we are committed to improving the life chances of all children. Where we have the capacity to make a difference, we are morally bound to do so.

We believe every child deserves the best possible start in life; a world class education aimed at helping the children in Exceed Learning Partnership academies to become successful learners, confident individuals and responsible citizens.

Our mission is to help every young person in our academies 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.

Members of the Trust strive together for excellence in partnership, so that our children, staff and communities benefit from excellent teaching, learning, leadership and opportunities.

Motto: 'Every Child, Every Chance, Every Day!'

The child will always be at the centre, with personalised learning as our starting point, making the challenges of 'Helping children achieve more' a reality. Each child will be encouraged to develop a greater understanding of themselves as a learner, what their strengths are, how they can share these with others and their next steps in their continual learning journey. Pupils will be encouraged and inspired to believe in themselves, build dreams and aspirations and strive to achieve these.

Every child will be given the same opportunity to succeed, whatever his or her prior attainment. A key feature of Exceed Learning Partnership will be a learning curriculum which builds the characteristics of learning across all the academies within the Trust. This will focus on our learning philosophy skills: Resilience, Motivation, Collaboration, Creativity, Investigation, Teamwork and Evaluation.

Key Values for Learning

Passion - Working in education, we have the ability to profoundly change children's lives; the stakes are incredibly high. Our aim should always be to provide for the pupils of our academies what we would want for our own children.

Positivity – We all have a responsibility to be positive and supportive of ourselves, each other, our pupils and the communities we serve. Staff are prepared to go the extra mile

to provide the best possible education for their pupils. Negativity leads to low expectations and a culture where excuses are tolerated.

Aspiration - 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!

Excellence - The amount of time children spend in education is finite. We have a responsibility to ensure that every moment a child is in an Exceed Learning Partnership academy must be spent productively. Once wasted, it is gone forever and cannot be given back.

Integrity & Honesty – 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 to learning and focus on developing holistic people.

Innovation – Enjoyment and excitement 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.

Social Justice – At Exceed Learning partnership we are concerned with achieving equitable 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.

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

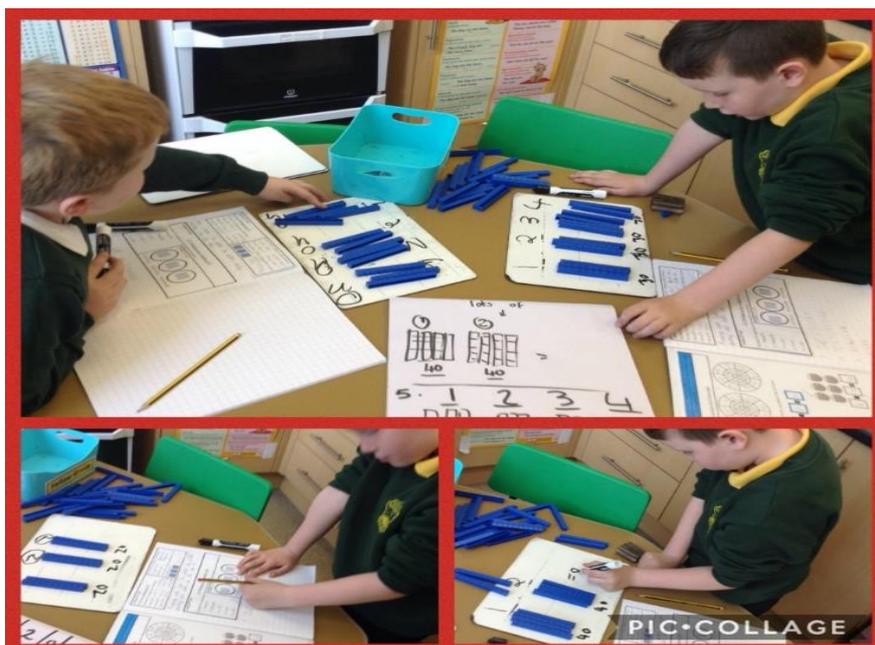
Strong Partnership and Communities

- 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 has recently welcomed Sandringham Primary School to our Trust; a large primary in Intake with 455 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 Vice Principal at Sandringham Primary School. Sandringham is part of Exceed Learning Partnership, a Doncaster based, high performing multi academy trust. At Sandringham, we look to appoint highly motivated people who can take the Academy forward and deliver our vision and ethos. We value every child's welfare and strive to give every child an opportunity to progress to the best of their ability, with the help of a dedicated team of staff, governors, parents and children.

This is an exciting opportunity for the successful applicant to use their skills and individuality. At Sandringham, we foster a positive climate and strive for all staff to develop and pursue a successful career. In order to achieve this, we put the maximum amount of effort into creating the very best professional development opportunities. As part of Exceed, Sandringham Primary School is collaborating with outstanding schools and leaders, which is ensuring that we move forward in our own development.

I hope this will inspire you to apply for this unique opportunity and I look forward to receiving your application. Once again thank you for your interest in the position.

Chris Metcalfe
Principal



JobDescription&PersonSpecification

Vice Principal

Job Description

Exceed Learning Partnership 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: Vice Principal

Grade: Leadership Pay L9 to L13 £51,402 to £56,582

Responsible to: Principal

Responsible for: 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 Vice 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.

1. Core Purpose and Accountability

- 1.1. 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.
- 1.2. Undertake the professional duties of the Vice Principal reasonably delegated to you by the Principal.
- 1.3. Undertake the professional duties of the Principal, in the event of his/her absence from the academy.
- 1.4. In partnership with the Principal and the Senior Leadership Team, provide professional leadership and management of Teaching and Learning throughout the academy.
- 1.5. To provide professional leadership and management of Academy Improvement Plan priorities.

2. Generic /Teachers

- 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.
- 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.
- 2.3. All staff are expected to uphold the academy's principles and policies which underpin good practice 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. 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
- 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:
- 6.10 Coach and mentor other colleagues.
- 6.11 Model and demonstrate effective practice and leadership.
- 6.12 Act as a consultant for other staff.
- 6.13 Exemplify good practice.
- 6.14 Undertake shared planning, team teaching.
- 6.15 Develop and implement systems for recording individual pupils' progress.
- 6.16 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 Vice 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 Academies 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 which is the Principal.

Health & Safety

1. Be trained in procedures for Health & Safety & 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. Being 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 CEO:	
Date:	

Person Specification

This person 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 person specification. You should refer to these requirements when completing your application.

Description	Shortlisting
Professional Qualifications	
1. Qualified Teacher Status	E
2. First Degree or Equivalent	E
3. Evidence of further professional development	E
Knowledge & Understanding	
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
Leadership and Management	
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
Personal Qualities	
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



Sandringham Primary School

Important Information for Candidates

Closing Date: Tuesday, 18th May 2021 (12noon)
Shortlisting: Friday, 21st May 2021
Interviews: Wednesday 26th May 2021

If you would like to visit the school, please email Joan Wood at
joan.wood@sandringham.school

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment. Please be aware that the job description contains the full range of responsibilities of the role. In order to be effective staff, discuss and priorities key aspects of their role with the Principal and establish a realistic programme of work.

Person Specification

This specification sets out the criteria will be used to shortlist candidates for interview and during the interview process.

Applying

If you decide to apply for this post, please complete the application form. Your formal letter of application (supporting statement) should be no longer than 3 sides of A4 and

should address the selection criteria detailed in the Person Specification. Please do not attach supplementary information.

Please return your application to: joan.wood@sandringham.school

or post to:

Sandringham Primary School

Sandringham Road

DONCASTER

DN2 5LS

for the attention of Joan Wood

Sandringham Primary School would be delighted to talk to you about this exciting opportunity.

For more information about the academy please visit:

www.sandringham.school

We hope you find the information in this pack useful. Should you have any further queries, please do not hesitate to contact Chris Metcalfe, email:

Chris.metcalfe@sandringham.school

Exceed Learning Partnership and the Academy are committed to safeguarding and promoting the welfare of all pupils: all successful applicants must undergo a child protection screening, including checks with the disclosure and barring services and past employers.