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Location: March, Cambridgeshire

Start date: January 2024

Vice Principal Candidate Pack



An Active Learning Trust School



Welcome letter from our Principal

Dear Applicant,

Thank you for your interest in applying for the position of Vice Principal. This is a key role in the academy. The successful candidate will join at an exciting time, with a supportive leadership team.

This role is key in achieving our vision and supporting our values. Our vision is:

“To provide ALL with the opportunity to succeed, to build confidence and pride in our community.”

Our values are to be:

Ready, Respectful and Safe

The successful candidate will have the skills, knowledge and experience to realise these. They must also be creative and flexible in their approach, with an obvious passion for education and a foundation of excellent teaching and strong relationships with all stakeholders.

Neale-Wade Academy is proud to be part of The Active Learning Trust. The Academy has enjoyed the support and links within the Trust network. There is an excellent range of support and networks with like-minded colleagues.

Following my appointment in September 2019, we have built a strong strategic vision to move forward. Although we have had to deal with the many challenges the past two years has given us, we have still ensured that our plans are robust and most importantly, provide the opportunities for success for all.

The Academy was inspected in November 2021. The report has much to be proud of. It clearly outlines the work that leaders have done to secure future success and provides an excellent opportunity to move forward. We are confident we will realise our vision.

I am looking for a leader who embodies the ethical leadership framework. A professional who has the integrity and commitment to improve the life chances of all in our community.

Please get in touch if you would like to discuss the role or organise a visit. I look forward to receiving your application.

Yours faithfully

Mr Graham Horn
Principal



Welcome letter from our Chief Executive Officer

Dear Applicant,

Thank you for your interest in working as part of our team. You will be joining our trust at an exciting part of our journey where we continue to build on the good work in our schools but seek to build the capacity and capabilities of our trust as a whole.

As a CEO new to role in January 2023, I am looking to build a team of energetic, knowledgeable and creative professionals to work alongside our current experienced team both centrally and in schools. This is a rare opportunity to build a system of excellence to surround and support our school communities with care and professional excellence. We strive for the very best for our pupils in a range of settings including nursery, primary, secondary, special schools, all through schools and post 18 specialist settings.

Our pupils and staff deserve the best and we hope that if you are someone who is aspirational and inspirational for pupils and staff you will consider coming to work as part of our team.

Please make contact and we will be happy to discuss the role and trust further.

Lynsey Holzer
CEO





About The Active Learning Trust

The Active Learning Trust is a large multi-academy Trust that has grown steadily over time. ALT has effectively established a strong clear ethos, vision and values across all its schools.

- We know our schools exceptionally well and there is honest reflection on and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy and central oversight and accountability.

Our Schools

- ALT currently comprises 21 schools. We have 10 schools in Cambridgeshire and 11 schools in Suffolk.
- The Trust has two special, three secondary, one all-through and 15 primary schools – including an infant school.
- One special school, one secondary school and four primaries are academy converters. The remaining 15 schools are sponsor led academies.
- The Trust was initially established with one school in April 2013 and since then has gradually expanded over time with 4 new schools joining in 2013, six in 2014, three in 2015, three in 2016, three in 2017 and the latest school joined us in January 2018.
- The primary schools vary in size from around 70 to 650 pupils. The secondary schools vary in size from 600 to around 1400 pupils in our largest school site. (i.e. remove the reference to growing to capacity on the basis that LECA open to all year-groups).
- Four of our schools were opened as new, with pupil intake increasing incrementally each year.

The Trust's schools fall naturally into three designated geographical sub-regions – Ipswich, the Lowestoft area, and mid Cambridgeshire. This allows the Trust to apply so-called 'hub' level school to school support and collaborative working and other mutually supportive arrangements. The synergy this creates has become a key way of working for the Trust and continues to develop further over time.

- The proportion of disadvantaged pupils in the Trust is above that found nationally.
- The proportion of pupils with an Education Health Care Plan is in line with national averages.
- The proportion of pupils with Special Educational Needs and/or Disabilities and who speak English as an additional language are below national averages.





About The Active Learning Trust *continued*

Our Aims

In our academies and the schools that we work with, we will:

- Establish and maintain strong and effective leadership.
- Maintain the highest expectations of Trust-wide teaching and learning and recognise that each school is an integral part of its local community.
- Deliver good governance as a non-negotiable element of our work.
- Develop and sustain a strong and rapid trajectory of improvement in all our schools.
- Ensure a calm and purposeful learning environment.
- Maintain robust systems of performance management.
- Champion broad and balanced curricula designed to meet the needs of the 21st Century.
- Develop and sustain strong links with local and national business to foster links for work experience and future employment opportunities.
- Harness the developing potential of information technology to enhance classroom practice and the business operations of the Trust.
- Promote the sharing of expertise and effective practice across our academies and schools.
- To listen to pupils, staff and parents as to how the Trust and schools deliver to their local communities.
- Provide value for money services.
- Build capacity by nurturing a collaborative network of school improvers.
- Be outward facing, learning from excellent practice and other research to develop the offer in our schools and across the Trust.
- Ensure community 'ownership' of our academies and schools and that they are seen as the schools of choice by their communities.
- Foster and sustain strong links with further and higher education.

In overall terms, the Trust wants to be able to be judged as having met a shared set of values and a vision, delivering a high-quality education provision so that all pupils and students maximise their potential for learning.

Our Vision

Is to maximise our impact at school level, both with schools in need of significant improvement and with those that are already outstanding and have a desire to develop and use their expertise to support others. Specifically, we will:

- Support the drive to raise standards in the lowest performing schools, through our own team of experienced school improvers and with the support of existing high performing schools.
- Continually improve our capacity to ensure that the quality of what we deliver remains at an outstandingly high level by ensuring there are strong systems of performance management in place in all schools to support improvement, seeking out and valuing excellent performance and by ensuring good value for money.
- Ensure the delivery of high-quality education through our academies to support pupils across all age ranges from the early years to post 16.

About The Active Learning Trust *continued*



- Work with LAs on school organisation issues to address local communities' demand for the provision of high quality school places locally.
- Develop the leadership, management and governance in all our schools so that we grow and maintain the best leaders, and act as a "Training School" network to grow the next generation of effective teachers and school leaders.
- Develop and support local governing boards who share our determination to raise standards in all Trust schools.
- Provide value for money services to our schools that minimise administration locally and maximise the potential for our managers to be leaders in their school.

Our Values

- We recognise each school is different – we don't look to impose a corporate style or identity on schools but we do have a common approach to maintaining the highest expectations.
- We believe our role is to help school achieve excellence through the provision of support, advice and challenge of the highest quality.
- We are committed to a collaborative approach to our work, based on a shared understanding of what needs to be done, by whom and when in order to maximise the impact of our work.
- The Active Learning Trust seeks to promote a tolerant and informed view of the world and holds non political, cultural or religious affiliations. These core values underpin our commitment to provide the highest quality education for all our pupils so that they can go on to live fulfilling and responsible lives as active citizens.
- We are always open and honest in our communication and welcome feedback.
- We always do what we say we will do.
- We will strive for excellence and quality in everything we do.
- Our staff can expect support and advice of the highest quality, clarity about expectations we have of them and the right and responsibility to share successes and concerns.
- We believe pupils in schools that are part of the Trust have a right to an excellent education and a responsibility to positively take part in the school and community life to the best of their ability.
- We believe that parents are an important part of a child's education and it is the responsibility of the Trust and schools to engage positively with parents to secure their support to raise attainment.
- We believe that strong Local Boards, acting as part of the Trust's monitoring and evaluation of progress, are key partners to success.



About The Active Learning Trust *continued*

Inspired by our colleagues at Active Teacher Training, our ALT Institute will encapsulate all elements of our people development strategy, helping all stakeholders to support the young people we work with:

What is the ALT Institute?

'Institute' is an umbrella term for all people development available to our staff. It is any people development activity that takes place in or across academies, delivered by or for ALT colleagues. In essence, it is every development opportunity available to staff: blogs, coaching, conferences, courses, role-performance development activities, podcasts, reading, SDGs, team-teaching, TNGs, webinars, workshops and more.

Where is our ALT Institute?

Anywhere and everywhere! Anywhere people development takes place (in academies/ external venues/at home in your living room) forms part of the Institute.

Our Institute is a learning eco-system, through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system.

Leadership doesn't just come from the top; it has to be genuinely stakeholder-led. In this vein, we have designed our learning eco-system intentionally to incubate teacher agency.

Irrespective of our role, we all have a responsibility to make things better for children and young people, helping ensure that teachers are delivering the best possible education.

Thus, we have a professional obligation to keep getting better through engagement in people development activities, so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities, is the best it can possibly be.

Who is our ALT Institute for?

Please note we use the collective pronoun 'our' and not the determiner 'the.' Our Institute is not independent of us. It is us. We will contribute to our training and development when we deliver people development, and we will benefit from it when we attend or seek out development ourselves.

It serves our whole ALT community. We are all working hard to ensure that there are high-quality people development opportunities for every single stakeholder across our organisation.

We are committed to the very best people development. We empower all employees through equity of opportunity, and we place the needs of our stakeholders and the communities we serve at the front and centre of all we do.

We believe we are better together and value collaboration within and beyond our organisation. ALT people development activities will be the very best professional learning our stakeholders have ever had. Through high-quality people development, we will all transform lives and communities.

We resolutely believe that it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ALT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute.

The advancement of our Institute in this way will lead to whole system improvement and transform more lives and communities.



**ALT Institute of
Teaching and
Leadership**

About Neale-Wade Academy

Vision and Values

Our vision for Neale-Wade and our community is one of opportunity, success, confidence and pride.

Experience tells us that we are happiest when we are at our most confident. It is confidence in ourselves and others, that enables us to be proud of who we are and our community.

Being able to progress with our learning and approach the future with optimism is crucial, not only for our own wellbeing, but also ensuring we are successful in our ventures.

Confidence is learned. It is only through opportunity are we able to discover new talents, develop our interests or progress our learning. Providing a range of opportunities in and out of the classroom is fundamental to our curriculum at Neale-Wade.

Recognising our success is how we embed and reinforce these attributes. It is only through the support and recognition from others, that we are able to have the courage and motivation to continue our development.

The Neale-Wade Way

To enable us to access the opportunities afforded to us and to be able to foster confidence and pride in ourselves and others, we, as a school community will be:

Ready

Ready to learn

Ready for the next phase of our lives Ready for our next challenge/opportunity

Respectful

Respect ourselves Respect others

Respect our environment

Safe

Keep ourselves safe Ensure others are safe



A young man with short brown hair, wearing a black school jacket over a white shirt and a purple apron, is focused on a task in a workshop. He is wearing clear safety glasses with pink temples. He is using a tool to work on a piece of wood on a workbench. The background is slightly blurred, showing other people and equipment in a well-lit workshop environment.

Job Description Vice Principal

Salary: Leadership Point 20-24

Reporting to Principal

Responsible for and Line Management of

Progress Leaders, Attendance Officer, Safeguarding Team Leader

Liaising with

Principal, Academy Leadership Team, all relevant teaching and non-teaching support staff, Academy Trust, LA representatives and external agencies, parents, carers and governors.

Disclosure level

Enhanced DBS

Strategic Leadership and Development

The Vice Principal will be required to work as a member of the Academy Leadership Team:

- To share direct accountability for the successful delivery of the vision for the Academy as a whole.
- To lead, plan, manage and ensure the successful delivery of the Academy vision for individual student achievement (in the Academy's broad definition that goes beyond academic achievement) that meets or surpasses expectation.
- To assist in the day to day running of the Academy and, as necessary, deputise for the Principal in his absence.
- To provide strategic leadership and direction to the Academy and its community to deliver high standards of achievement through a comprehensive programme of activities.
- To be a member of the Leadership Team taking a corporate view of policy implementation and an appropriate share of the many and various tasks required of Academy leaders.
- To ensure that all students across the full ability range have maximum support and opportunities to reach their full potential and achieve a position where they can become effective and valued stakeholders in modern society.
- To play a lead part in the community of the Academy.

General expectation of Academy Leadership Team

- Collaborate as a member of the Academy Leadership Team in order to build and realise the shared vision of excellence and high standards for all students.
- Maximise the effectiveness of all stakeholders in promoting an inclusive academy ethos.
- Evaluate outcomes and hold relevant staff to account in relation to clearly agreed priorities.
- To play a major role in determining future strategy for the Academy.
- Contributing actively towards the formulation of all Academy policies and procedures and ensuring their consistent implementation throughout the Academy.

Job Description *continued*

- Agreeing challenging subject targets, including student achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through faculty improvement plans.
- Ensuring high quality teaching and learning in line managed faculties, following the Academy policy for self-evaluation and review.
- To manage delegated budgets effectively.
- Contribute, as appropriate with senior leaders, to training and the professional learning of staff (coaching and mentoring) with an emphasis on care, support, guidance, behaviour, attendance, inclusion and support all staff in achieving the priorities and targets of the academy.
- Support staff in developing a stimulating and challenging environment which secures effective learning and provides high standards of support for students and effective behaviour for learning.
- Ensure that the Principal and governors are well informed about the academy's policies, plans and priorities, its success in meeting objectives and targets and any future development needs.
- To attend Academy leadership meetings as appropriate.
- To engage in the process of appointing new staff including the interview process.
- To participate in duties lunch/break/before and after school.
- Contributing to assemblies.
- Share in the management of student disciplinary incidents, making recommendations to the Principal regarding exclusions and facilitating the process of student re-integration.
- To actively participate in the monitoring evaluation and review of teaching, learning and behaviour. Managing any capability or disciplinary procedures in line with Academy policy, where appropriate.
- To ensure performance management is rigorous, links clearly to the staff personal development and whole-academy professional development and the Academy's arrangements for threshold and performance related pay.
- To have responsibility for the development of a specific range of whole Academy policies to be agreed annually.
- To ensure that the work of the Academy is informed by the views of all stakeholders using questionnaires and focus groups.

Specific Responsibilities

The new post holder would be expected to:

- Be a Designated Safeguarding Lead.
- Have overall leadership responsibility for Personal Development Behaviour and Attitudes.
- Provide strategic leadership and operational management to promote Culture of Ready, Respectful and Safe, and pupil safety throughout the academy.
- Lead and line manage the team of Progress Leaders.
- Provide well-informed advice regarding national developments (PDBA) to the Principal and ALT.





Job Description *continued*

- Promote, establish and monitor systems of Quality Assurance for PDBA to ensure high expectations are set and met and best practice observed and implemented.
- Lead strategies to improve attitudes to and behaviours for learning and develop and embed our expected outcomes of Opportunity, Success, Confidence and Pride.
- Ensure that the attendance and punctuality of all groups of pupils continues to improve to be in line with or exceed national averages.
- Lead and develop a highly effective form tutoring, assembly and Lifeskills provision.
- Support in the lead and evaluate enrichment and extra-curricular provision.
- Lead on developing an outstanding Primary Transition provision.
- Maximise the impact of partnerships and external agencies with all stakeholder groups; signposting services for young people
- Support the Leadership and manage effective and appropriate alternative offsite educational provision.
- Provide strategic leadership of the academy's safeguarding and Prevent duty.
- Develop an outstanding Student Voice programme.
- Promote a programme for Student Leadership and independent learning.
- Lead of effective parental engagement and communication strategies.
- Champion and facilitate Home Learning and parental support for pupil progress.
- Have oversight of the academy website and management of the systems.
- Support the lead on the effective provision of CEIAG and developing community and business partnerships.
- Manage and promote the recognition system.
- To report to the Principal and governors information about PDBA.
- To work with the Principal and ALT to ensure the accuracy of the evidence base on which the following are based: the Academy Improvement Plan, the Academy Self Evaluation Form, reports to Governors and other stakeholders, returns to the DfE and outside agencies, and documents prepared for visits from The Active Learning Trust.
- To manage the work of Progress Leaders through professional development, performance management, raising standards and ensuring monitoring, evaluation and celebration in all areas.

Core Duties/Ethos

- Undertake whole Academy duties as outlined in responsibilities agreed each year.
- Monitor and support the overall progress and development of students as a teacher.
- To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term.
- To promote equal opportunities and celebrate diversity in all aspects of the Academy.

Job Description *continued*

- To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the Academy in meeting its legal requirements for worship.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- Promote the Academy in the local community to contribute to its positive reputation.

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to the subject area's Management Improvement Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons in line with Academy policy.
- To contribute to the whole Academy's planning activities.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that Literacy, Numeracy, CEIAG, SMSC, RSE and British Values are reflected in the teaching/learning experience of students.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This Job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.



Person Specification

COMPETENCIES, KNOWLEDGE, QUALIFICATIONS		How identified
QUALIFICATIONS You will have:	Essential: <ul style="list-style-type: none"> • Qualified Teacher Status • Qualified to degree level and above 	Application Form
BACKGROUND AND EXPERIENCE You will have:	Essential: <ul style="list-style-type: none"> • Working at a Senior Leadership level • Be an acknowledged outstanding classroom practitioner, delivering results, which reflect this • Ability to lead, inspire, motivate and manage diverse groups of people • Proven high order leadership/management skills • Having significantly contributed to the work of a senior leadership team, which has resulted in positive, successful outcomes for all of the wider school • Led a team in the development and implementation of a whole school system or initiative whole school level which had a sustained and demonstrable impact on student progress • Delivering staff training and undertaking professional development of other teachers • Can clearly demonstrate in letter of application being highly successful and effective in current or most recent post • Demonstrate in your career to date your commitment and passion for ensuring the achievement of all students regardless of background and/or ability • Data management skills and knowledge should be of a high order enabling you to audit, monitor and evaluate relevant data and information • Conduct lesson observations and provide constructive feedback as a tool for improvement • Demonstrate in your career to date your commitment and passion for ensuring the achievement of all students regardless of background and/or ability Desirable: <ul style="list-style-type: none"> • Experience of working closely with parents and the wider community • Demonstrate commitment to a school through involvement with extra-curricular activities • Demonstrate contribution to a school's wider community 	Application Form Selection Process References
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Essential: <ul style="list-style-type: none"> • Knowledge, understanding and commitment to safeguarding and promoting the welfare of students • Knowledge and understanding of the latest legislation, future impending changes and current research in the areas of behaviour and attitudes • A comprehensive understanding of recent or impending curriculum changes including those relating to behaviour, attitudes and personal development • The ability to demonstrate up-to-date awareness of current educational thinking, issues and initiatives - particularly as regards their own areas of professional expertise • The ability to demonstrate clearly what makes an effective and dynamic senior leader in a school • Leading by example when interacting with students showing unconditional, positive regard for all • Can expound a clear understanding and vision for what makes a successful school 	Application Form Selection Process
SKILLS You will:	<ul style="list-style-type: none"> • Manage a classroom well and have the ability to teach outstanding lessons • Have proven high order leadership/management skills • Can clearly demonstrate, with examples, the ability to initiate, lead and manage change to a successful conclusion • Deliver a vision for behaviour that supports outstanding teaching and learning. Articulate your vision and secure commitment • Communicate effectively, with the Principal, staff, students, parents and other stakeholders • Create and promote strategies for challenging racial and other prejudices • The ability to be an organised person who consistently delivers. A colleague who "Does what it says on the tin" 	Application Form Selection Process References

Person Specification continued

COMPETENCIES, KNOWLEDGE, QUALIFICATIONS		How identified
PERSONAL QUALITIES	Essential: <ul style="list-style-type: none"> • An individual with energy, vigour and perseverance around the school - has a substantial presence and personal impact – the 'wow' factor • Self-confident, can take difficult decisions and have an inner strength and resilience • Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people • Very strong interpersonal skills • Works well in a team, supportive of colleagues. Open to advice and constructive criticism • High integrity - honest, trustworthy and reliable. Diplomatic and tactful • Creative, analytical with a good sense of humour 	Selection Process References
ATTITUDE You believe in:	Essential: <ul style="list-style-type: none"> • Equal opportunities and comprehensive education • The creative quality of individuals • A positive view of behaviour management. Promoting a positive image of the school. A work/life balance • An educational philosophy that compliments that of the School's Local Governing Body and Senior Leadership Team 	Selection Process
PERSONAL PRESENTATION	Essential: <ul style="list-style-type: none"> • Good personal, professional standard of dress and presentation and high expectations of other 	Selection Process



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If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact **Tracy Laverack** at **Academicis**, our recruitment partner, on **tlaverack@academicis.co.uk** or by phone on **07554 118 997/01223 907979**.

Closing date: **Noon, Tuesday 10th October 2023**

Interview date: **Wednesday 18th October 2023**



An Active Learning Trust School

Neale-Wade Academy
Wimblington Rd
March PE15

The Neale-Wade Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all successful applicants.

