



CANDIDATE BRIEFING PACK

Assistant Principal -
Attendance
at Accrington Academy



United Learning
The best in everyone™

unitedlearning.org.uk

Accrington Academy's mission is to "Build Character, Create Learners and Transform Lives"

TEAM AA is committed to empowering every individual so that they fulfil our mission, allowing them to succeed at university, prosper in an outstanding career pathway and grow into happy, outstanding members of society

Staff and students are committed to our TEAM values, which underpin who we are and how we behave:

T ruth- We will be honest and truthful with ourselves and each other, even when it is hard.

E ffort- We will work hard individually, as TEAM AA and never give up.

A mbition- We will always aim high and challenge ourselves to be the best.

M anners- We will respect everyone in our Academy, our community, and our World.

Our students deserve excellence, and we are committed to support their development as confident, creative resilient adults with a lifelong love of learning. We seek to ensure that our students are effective communicators, active participants and independent learners who can take their next steps into the world with secure knowledge, skill and experience to be successful.

As Principal of Accrington Academy, I believe staff should epitomise lifelong learning and commit to their own professional development throughout their career, regardless of stage.

We offer flexible working and a wide range of CPD opportunities for staff pooled from a wealth of experience and expertise both in the Academy and across the United Learning group. All teachers are enrolled as members of the [Chartered College of Teaching](#), to support continued professional development, access to the world's largest education research base, peer-reviewed journal articles and networking opportunities with likeminded practitioners.

We love working in education and recognise that it can be challenging, wellbeing is always a priority to us, from emotional support to regular workload management. To help you relax and keep fit, you can benefit from free use of our onsite gym and pool. We offer a variety of staff benefits including gym, cycle and car lease schemes. We are always evolving our benefits to meet the changing needs of our staff and to remain one of the most rewarding places to work in education. Recent additions include a Health Cash Plan, which allows you to claim back the cost of private healthcare, covering everything from dental and optical care to physiotherapy and specialist consultations. We have also introduced a free Will writing service, giving you peace of mind for the future.

We are a diverse school that aspires to be the heart of the community. We believe a diverse and inclusive workforce is therefore essential, drawing from a range of talents, backgrounds and experiences, and striving to represent the community we work within. Ultimately, it is the children and young people who will be the greatest beneficiaries of this. We have a purposeful work environment, and we seek to recruit and retain dynamic and inspirational staff who share in our vision and commitment.

We strongly encourage all potential applicants to visit us or get in touch for an informal conversation prior to interview. We are happy to meet you and show you around the Academy.

Mr Jamie Peel
Principal



Accrington Academy
The best in everyone™
Part of United Learning

OUR ETHOS AND VALUES

At Accrington Academy our aim is to bring out 'The Best in Everyone' – students, staff, parents and our wider community.

OUR MISSION

"Building character, creating learners, transforming lives"

OUR VISION

- We will be an aspirational, high achieving school of choice for children and staff in the North West;
- We will be at the heart of the community creating lifelong learners where everyone is proud and happy to belong;
- We will create opportunities and experiences which broaden horizons and create lifelong memories.

OUR CORE VALUES

#TeamAA

TRUTH – We will tell the truth to ourselves and each other, even when it's hard;

EFFORT – We will work hard individually and as a team and never give up.;

AMBITION – We will always aim high and challenge ourselves to be the best we can be;

MANNERS – We will respect everyone in our school and treat everyone with kindness.

ABOUT UNITED LEARNING

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. We uniquely comprise schools in both the state and the independent sectors. We currently educate over 60,000 students and employ over 9,000 members of staff including over 4,000 teachers.

As a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies.

To find out more about United Learning, please visit the website: www.unitedlearning.org.uk



OUR ETHOS

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

AMBITION – to achieve the best for ourselves and others;

CONFIDENCE – to have the courage of our convictions and to take risks in the right cause;

CREATIVITY – to imagine possibilities and make them real;

RESPECT – of ourselves and others in all that we do;

ENTHUSIASM – to seek opportunity, find what is good and pursue talents and interests;

DETERMINATION – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each other. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.



OUR FRAMEWORK FOR EXCELLENCE

To achieve our mission, our schools prioritise five key principles:

‘THE BEST FROM EVERYONE’

Our aim is to bring out ‘the best in everyone’. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential? So, we expect unreasonably – we constantly encourage children to do what they think they can’t, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

‘POWERFUL KNOWLEDGE’

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

‘EDUCATION WITH CHARACTER’

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which stretch them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

OUR MISSION

“Building character, creating learners, transforming lives”

OUR FRAMEWORK FOR EXCELLENCE

‘LEADERSHIP IN EVERY ROLE’

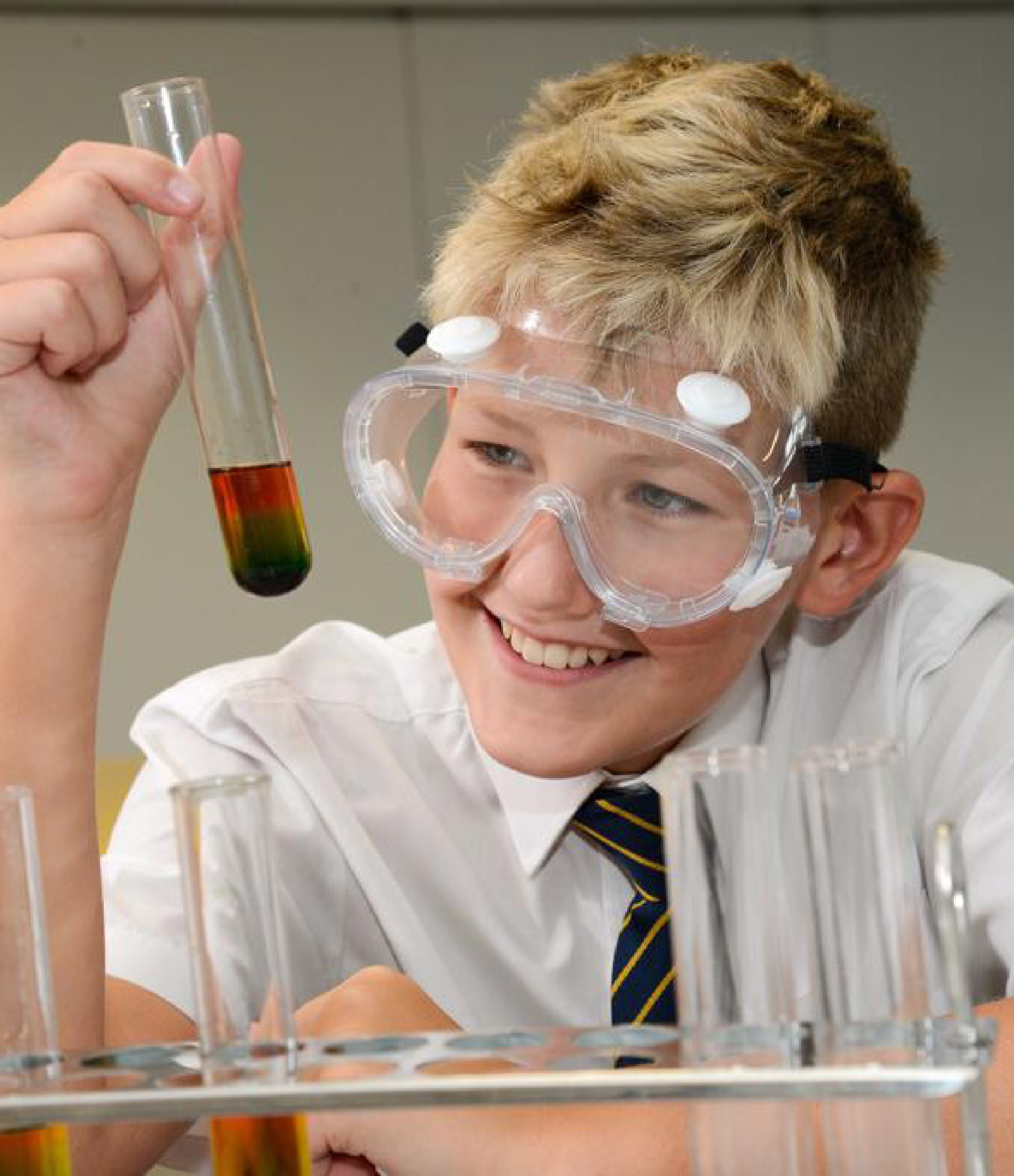
Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build an inclusive performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

‘CONTINUOUS IMPROVEMENT’

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren’t working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



JOB DESCRIPTION

POST

Assistant Principal – Attendance

SALARY

Leadership Scale

CONTRACT

Full Time, Permanent

ACCOUNTABLE TO

Vice Principal (Student Culture)

PURPOSE

The Assistant Principal- Attendance is a key strategic role, leading experts in areas of Academy Attendance to secure positive and ambitious outcomes for students. The role is key to ensuring the delivery of an ambitious, academic curriculum for all Academy students regardless of any barrier or vulnerability. The position will support all our learners from Primary transition through to GCSE examination, and secure excellent attendance throughout this period. The Assistant Principal will work closely with the Principal, Vice Principal and the senior leadership team to deliver an excellent academic, pastoral and character driven curriculum that secures excellent outcomes for our vulnerable students.

QUALITY OF EDUCATION

Teaching and learning:

- Ensure the implementation and consistency of teaching and learning priorities in every classroom every day
- Provide detailed specific strengths and areas for development through highly effective line management of your areas of responsibility
- Generate and monitor time-specific actions for improvement
- Use centralised resources to log all action points and celebrate successes
- Report to SLT during teaching and learning agenda items to share detailed time- specific actions for improvement in your areas of responsibility and line management
- Actively contribute to the identification of CPD needs within line managed teams
- Model high-quality teaching in your own classroom practice that is aligned to whole school agreed priorities and strategies

Outcomes:

- Maintain a thorough knowledge of KS3 and KS4 academic performance in your line managed areas (MEG/WAG/Predicted)
- Provide support and challenge to leaders around data analysis, interventions and key groups of students to raise academic standards

Quality Assurance:

- Maintain a proactive involvement in the T&L quality assurance programme, providing detailed feedback on the teaching and learning of individual teachers, students and subjects as a whole
- Provide challenge and support for leaders and all teaching staff to raise teaching and learning expectations and consistency
- Provide evaluative feedback on quality assurance processes to respond to need as the analysis is completed
- Triangulate the analysis of quality of education based on different quality assurance processes to formulate detailed specific strengths and areas for development that have time – specific actions for improvement

Prepare documentation for scrutiny of your areas of responsibility (for the Principal, governors, RIB, Ofsted, as required) that are clear, evaluative, succinct and focused on improvement.

STRATEGIC LEADERSHIP

- Supporting the Principal and Vice Principal in formulating the aims and objectives of the school
- Supporting the Principal and Vice Principal with establishing policies for achieving these aims and objectives
- Supporting the Principal and Vice Principal with managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives
- Supporting the Principal and Vice Principal in transforming leadership at all levels of the Academy
- To lead on aspects of Academy improvement, development and planning
- To work with all SLT in promoting the Academy's vision and aims, developing and implementing policy, and monitoring and evaluating progress.
- To have major line management responsibilities, oversight of the work of other colleagues and direct responsibility for specific objectives in the school improvement plan including carrying out PDR processes
- Build leadership capacity within the extended leadership teams and provide opportunities for them to flourish
- Demonstrate a commitment to raising student attainment and staff expectations in every aspect of academy life
- To be a role model for all staff and students, demonstrating positive leadership behaviours, confidentiality, discretion, a commitment to teamwork and collegiality
- Be a highly visible and high-profile leader reinforcing Gold Standard expectations for students and staff
- To establish a culture that promotes excellence and high expectations for all students and staff
- To undertake strategic planning to aid in the production of the School Improvement Plan
- To undertake monitoring and evaluation of school systems and processes
- To be available to respond to unplanned situations that may arise in the daily running of the school
- To assist in the maintenance of Gold Standard student culture and support staff, especially in dealing with unexpected situations or emergencies
- To attend meetings of the senior leadership team and other school management meetings
- To foster and support extra-curricular activities in the interest of the school community
- To participate in the school assembly programme
- To lead staff training as the need arises, and to contribute to school induction programmes
- To take an equitable share of acting as 'Duty Officer' during holiday periods (telephone contact in emergency etc.)
- To participate in the SLT, in-lesson timetables and all required duties
- To participate in the recruitment of new staff
- To attend Full Governing Body meetings and agreed Governor committee meetings, Trust meetings and participate in external quality assurance policies



MANAGING STAFF

- Line manage staff as strategically planned and directed
- Hold staff accountable for standards, behaviours and outcomes as appropriate for role and responsibility
- Conduct Gold Standard line management meetings to support, challenge and lead accountability
- Conduct PDR meetings to set, monitor and review objectives supporting the overall aims and current priorities of the school to drive improvement

SPECIFIC AREA OF RESPONSIBILITY

- Providing regular strategic updates and reports to the Principal and the LGB.
- To ensure that Attendance everyone's' business, championing 'Moments matter, attendance counts'
- Design, manage and evaluate systems and processes that are robust, analytical and strategically focused to generate actions so that every student's attendance is known, analysed and planned for within our school system.
- To ensure that all staff, governors, and visitors are aware of the need for attendance and its importance in academic outcomes for all students
- To create a secure learning environment where every child feels safe, nurtured, and valued as an individual.
- To lead on providing support and guidance to students and families to remove barriers to attendance to promote effective participation, enhance self-esteem, raise aspirations, and enable them to achieve their full potential.
- Maintain the attendance data for all groups and subgroups of students
- Be a point of contact for students and families for all matters concerning attendance, provide emotional well-being support and solutions to overcome barriers.
- To work closely with the wider SLT to ensure that there is a high standard of expectation for attendance across the Academy.
- To work with HoY and the Director of Education with Character in the delivery of robust attendance intervention strategies and programmes
- Strategically lead the Academy's Attendance improvement plans, ensuring support is in place and barriers to attendance, learning and academic outcomes are planned for and addressed
- Strategically plan the Academy's response to subgroups of students in different attendance bandings for education of students and training of staff, with response to Academy, local and national need.
- Design and maintain all systems and processes for Attendance intervention programmes, leading staff to deliver these initiatives and their impact.
- Oversee the Academy's monitoring, tracking and actions in response to Attendance

GENERAL

- To always demonstrate our TEAMAA values.
- To be committed to safeguarding and promoting the welfare of young children and young people in line with the Governing Body's expectations of all staff and volunteers
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy
- To always respect confidentiality
- To be familiar with the school's policies, procedures and working practices and adhere to them appropriately.
- To undertake any training and development commensurate with the post

Safeguarding:

- To ensure the safeguarding of students at the Academy is always the number one priority for all, every single day
- To help maintain a positive school environment where every child feels safe, respected and valued as part of our Academy.
- To uphold and actively support the policies and procedures within the Academy on the safeguarding of young people.
- Meeting the expectation that all employees work openly within the framework of best practice identified in the school safeguarding policy.
- Reporting any concerns regarding student safety or staff working practices to the Designated Safeguarding Lead
- Keeping up to date with local and national safeguarding and training requirements

Teaching:

- Deliver a teaching timetable commensurate with the responsibilities of the role
- Plan and teach lessons assigned within the context of the school's plans, curriculum and schemes of work to an exemplary level, demonstrating the Gold Standards of the academy as a role model for all staff
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Participate in arrangements for preparing students for external examinations.
- Work with others on curriculum and / or student development to secure co-ordinated outcomes.
- Supervise and so far, as is practicable, teach any students where the person timetabled to take the class is not available if asked to do so.





GENERAL continued

Health, safety and discipline:

- Promote the safety and well-being of students.
- Maintain good order and discipline among students.

Management of staff and resources:

- Direct and supervise support staff and other teachers, where appropriate.
- Deploy delegated resources appropriately

Professional development:

- Participate in arrangements for the appraisal and review of performance and, where appropriate, that of other teachers and support staff.
- Engage in the professional development review process towards strategic areas of responsibility

Communication:

- Communicate effectively with students, staff, parents and carers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

The duties above are neither exclusive nor exhaustive and the postholder may be required by the Principal to carry out appropriate duties within the context of the job, skills and level.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	PREFERRED
ATTAINMENT AND EXPERIENCE		
Qualified Teacher Status	✓	
Good honours degree	✓	
National Professional Qualification for Senior Leaders (NPQSL) or Participating in NPQSL training		✓
Appropriate professional updating	✓	
Effective management of a high-performing faculty or pastoral team	✓	
Understanding the challenges that exist in areas of multiple deprivation		✓
Ability to share leadership of a large and complex organisation	✓	
SHAPING THE FUTURE (knowledge of or commitment and ability to:)		
Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every student	✓	
Communicate and model vision and values both within and beyond the school	✓	
Set and achieve ambitious, challenging goals and targets	✓	
Understand and practise educational inclusion so that all students have the opportunity to be the best they can be	✓	
LEADING ATTENDANCE (knowledge of or commitment and ability to:)		
Ability to develop and implement strategies to enhance and sustain the School 's initiatives	✓	
Ability to work with a range of external agencies and stakeholders to deliver the School's Attendance Strategy	✓	
Ensure high standards of behaviour and attendance	✓	
Be strategic in ensuring inclusion, diversity and access	✓	
Use performance data effectively to ascertain areas for improvement	✓	
Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes	✓	
DEVELOPING SELF AND WORKING WITH OTHERS (knowledge of or commitment and ability to:)		
Develop positive interpersonal relationships	✓	

CRITERIA	ESSENTIAL	PREFERRED
Promote individual and team development and sustain a learning community that impacts on school improvement	✓	
Share leadership and accountability for goals and standards	✓	
Manage change, conflict and empower individuals and teams	✓	
Collaborate and network effectively with others within and beyond the school	✓	
Give and receive effective feedback and act to improve personal performance	✓	
SECURING ACCOUNTABILITY (knowledge of or commitment and ability to:)		
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including the robust challenging of poor performance	✓	
Apply principles and practice of quality assurance systems, including school review, self-evaluation and performance management	✓	
Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all students	✓	
Hold other relevant staff members to account for student learning outcomes	✓	
MANAGING THE ORGANISATION		
Apply principles and strategies of school improvement	✓	
Plan and manage projects for implementing change	✓	
Apply good practice in performance management	✓	
Manage equitably staff and resources	✓	
Think creatively to anticipate and solve problems	✓	
Manage the school efficiently and effectively on a day-to-day basis	✓	
SAFEGUARDING CHILDREN		
In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: ■ Motivation 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 students with SEND, those that demonstrate challenging behaviours; and, attitudes to use of authority and maintaining discipline	✓	



How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Will Bridge at Academicis, our recruitment partner, on **wbridge@academicis.co.uk** or by phone on **07825 346535 / 01223 907979**.

CLOSING DATE:

Monday 29th September 2025

SHORTLISTING:

Tuesday 30th September 2025

INTERVIEWS:

w/c 6th October 2025



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United Learning's normal terms and conditions of employment apply for the position of Assistant Principal - Attendance. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.