

A photograph of three students in school uniforms walking outdoors. On the left, a boy in a dark blazer and striped tie walks towards the center. In the middle, a girl with long red hair, also in a dark blazer and striped tie, is gesturing with her hands while talking. On the right, a boy with glasses and a dark blazer is also gesturing. They are all wearing dark trousers. The background shows a building with large windows and a blue fence.

CANDIDATE BRIEFING PACK

Vice Principal -
Quality of Education
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’

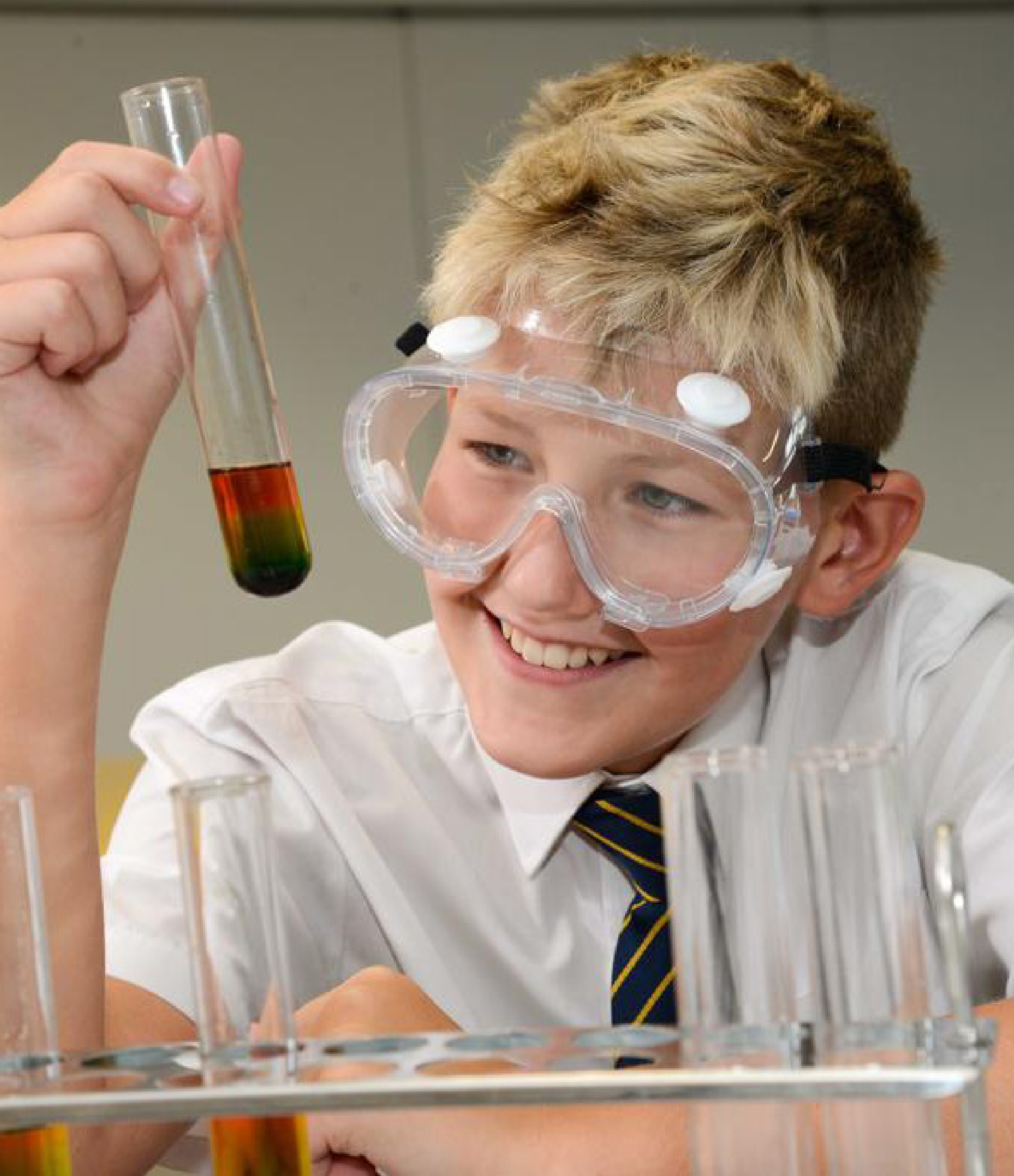
Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every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

Vice Principal - Quality of Education - Curriculum Intent, Implementation and Impact

SALARY

Leadership Scale

CONTRACT

Full Time, Permanent

ACCOUNTABLE TO

Principal

PURPOSE

The Vice Principal- Quality of Education role is a crucial component to driving the Academy forward, securing the Academy's vision and excellent outcomes for our students. The primary focus is the strategic oversight of the Quality of Education; from intricate and responsive planning of the curriculum's intent across all subjects, to the implementation- where teaching and learning is of the highest standard and the progress and attainment of all students, securing the highest possible outcomes. Throughout all these processes high levels of robust and data driven quality assurance will be a key driver in securing accountability from every member of staff to ensure students achieve excellent outcomes.

The Vice Principal will work closely with the Principal and the senior leadership team to shape the strategic direction of the Academy, with particular emphasis on curriculum design, assessment, coaching and professional development. This role will be instrumental in fostering a culture of continuous improvement, where staff are empowered to develop their practice and students are challenged to reach their full potential.

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 in formulating the aims and objectives of the school
- Supporting the Principal with establishing policies for achieving these aims and objectives
- Supporting the Principal with managing staff and resources to that end
- Monitoring progress towards the achievement of the school's aims and objectives

- Supporting the Principal in transforming leadership at all levels of the Academy
- Provide strategic leadership and oversight for the Quality of teaching and learning across the Academy
- 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 senior and extended leadership teams and provide opportunities for them to flourish
- Support, challenge, coach and develop members of the senior leadership team to support the strategic leadership development of the Academy
- Demonstrate a strategic commitment to raising student attainment and staff expectations in every aspect of academy life
- Be a role model for all staff and students, demonstrating positive leadership behaviours, confidentiality, discretion, a commitment to teamwork and collegiality.
- Uphold the TEAMAA values and Gold Standards
- Be a highly visible and high-profile leader, reinforcing Gold Standard expectations for staff and students
- To establish a culture that promotes excellence and high expectations for all staff and students
- To establish a culture that promotes excellence and high expectations for all staff
- To undertake strategic planning to aid in the production of the School Improvement Plan
- Strategically lead the monitoring and evaluation of school systems and processes with respect to the Quality of Education
- 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 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

RESPONSIBLE FOR

Curriculum Intent

- Ensure all stakeholders have a clear view of the intention of the Accrington Academy Curriculum
- Ensure the provision for students is correctly planned and sequenced
- Lead on all aspects of curriculum planning, design and structure, responding to the Academy's need.
- Lead the production and maintenance of the school timetable

Curriculum Implementation

- To ensure that the implementation of the curriculum is consistently strong and progresses towards exemplary in United Learning.
- Ensure that the taught curriculum is strong, and student work is consistently of a high quality (particularly for disadvantaged and SEND students)
- To ensure that work given to students is correctly planned and sequenced, responds to student knowledge, gaps and misconceptions.
- To ensure that the impact of the taught curriculum and students work is consistently of a high quality (particularly for disadvantaged students and those with SEND).
- Ensure all staff members recognise and fulfil their responsibilities to students with SEND and additional educational needs.
- Provide opportunities for able students to work at higher cognitive levels, to develop specific skills and talents as well as coordinating pastoral support for them both socially and intellectually.
- To effectively manage teaching and learning and the supporting of all students to realise their potential.
- To oversee the development of a high-quality system of CPD to drive quality of education and other school priorities.
- To establish a coaching culture that promotes excellence and high expectations for all students.
- Design, implement and strategically lead the quality assurance systems of the academy.
- Oversight of future staffing needs and planning to address these needs in liaison with the Principal and other staff.
- Support on planning, design and structure of all aspects of alternative pathways within the school and outside the school.
- Lead the Academy guided choices process.
- Oversee the implementation of all school initiatives by academic staff, liaising with staff as necessary to ensure the initiatives have the desired impact.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.

RESPONSIBLE FOR continued

- Leadership of senior line management, faculty and subject level self-evaluation, reflection and action planning to drive progress and improvement

Curriculum Impact

- Ensure excellence in outcomes at KS3 and KS4
- Ensure a rigorous and data driven approach to data and target setting is embedded across the school using the data management systems
- Strategically Lead on the Academy data driven assessment strategy, ensuring it is rigorous, well-evidenced and communicated to all stakeholders
- Create and manage the Academy assessment calendars and ensure high quality reports are produced for parents and carers in supporting student progress
- Plan and develop provision for parental communication - including Parents' evening, information evenings and additional progress updates
- Ensure data drives all alignment meetings and monitors key groups (e.g.- gender/PP/SEND/EAL/HAT/MAT/LA)
- Create and oversee a consistent approach to Academy assessment, recording, reporting, and tracking systems and processes.
- Oversee the school Pupil Premium and Catchup strategies, including strategic planning, implementation and impact analysis.
- Produce staffing analyses for the Principal and Governors
- Lead the KS3 and KS4 Raising Attainment Plans at the Academy
- Manage and oversee setting and banding at the Academy
- Strategically oversee the school examination season of pre public and public examinations
- Provide training and support for teachers and support staff on administering the assessment system effectively
- Conduct observations, learning walks and work scrutiny to monitor quality of teaching
- Ensure assessments are rigorous and quality assured
- Collect and interpret assessment data for students with development needs and provide analysis data on their progress and attainment.
- Liaising with external agencies, attending meetings and keeping appropriate confidential records; and deputising for the Principal as required





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
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager

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 to 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.

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.

Communication:

- Communicate effectively with students, 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
ATTAINMENTS AND EXPERIENCE		
Qualified Teacher Status	✓	
Good honours degree	✓	
Post-graduate qualification		✓
National Professional Qualification for Senior Leaders (NPQSL) or Participating in NPQSL training		✓
Experience as Designated Safeguarding Lead		✓
Evidence of continuous professional development	✓	
EXPERIENCE		
Experience of successful strategic management and development of local and national initiatives which have led to improved performance	✓	
Experience of operating at Senior Leadership Level in the pastoral areas of school		✓
Experience of leading change at both a strategic and operational level, working with colleagues to ensure outstanding teaching and learning strategies are developed for removing barriers	✓	
Experience of leading and managing team(s) in the development and successful implementation of strategic objectives	✓	
Experience of developing policies and leading strategies to ensure appropriate Safeguarding procedures are in place		✓
Experience of effective management of resources in order to meet strategic objectives and the production of accurate statistical data to support these objectives	✓	
Demonstrable experience of delivering strategies and solutions which promote and ensure inclusiveness in all aspects of the Academy's provision	✓	
Experience of leading the preparation of areas for internal/external inspection	✓	
SKILLS AND KNOWLEDGE		
A strong understanding of Teaching and Learning issues across all areas arising from a strong teaching background	✓	
Familiarity with statutory requirements linked to behaviour, attendance, CEIAG and SMSC		✓

CRITERIA	ESSENTIAL	PREFERRED
SKILLS AND KNOWLEDGE continued		
An understanding of key Government initiatives and the impact they will have on the way we build our provision	✓	
Demonstrable skills of diplomacy and negotiation both within an organisation and with external partners and stakeholders	✓	
An understanding of the systems which allow the effective use of staff for inclusion in learning procedures	✓	
The ability to implement Academy systems for the production and analysis of accurate and accessible statistical data	✓	
The ability to represent the Academy as appropriate both locally and nationally and to influence strategy	✓	
An understanding of and the ability to implement Equality and Diversity Policies and Procedures, Safeguarding Procedures and Quality Assurance Improvements in the curriculum	✓	
Effective oral and written communication skills and the ability to produce clear analytical reports	✓	
SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION		
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 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 Vice Principal - Quality of Education. 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.