

Assistant Principal

Recruitment Pack



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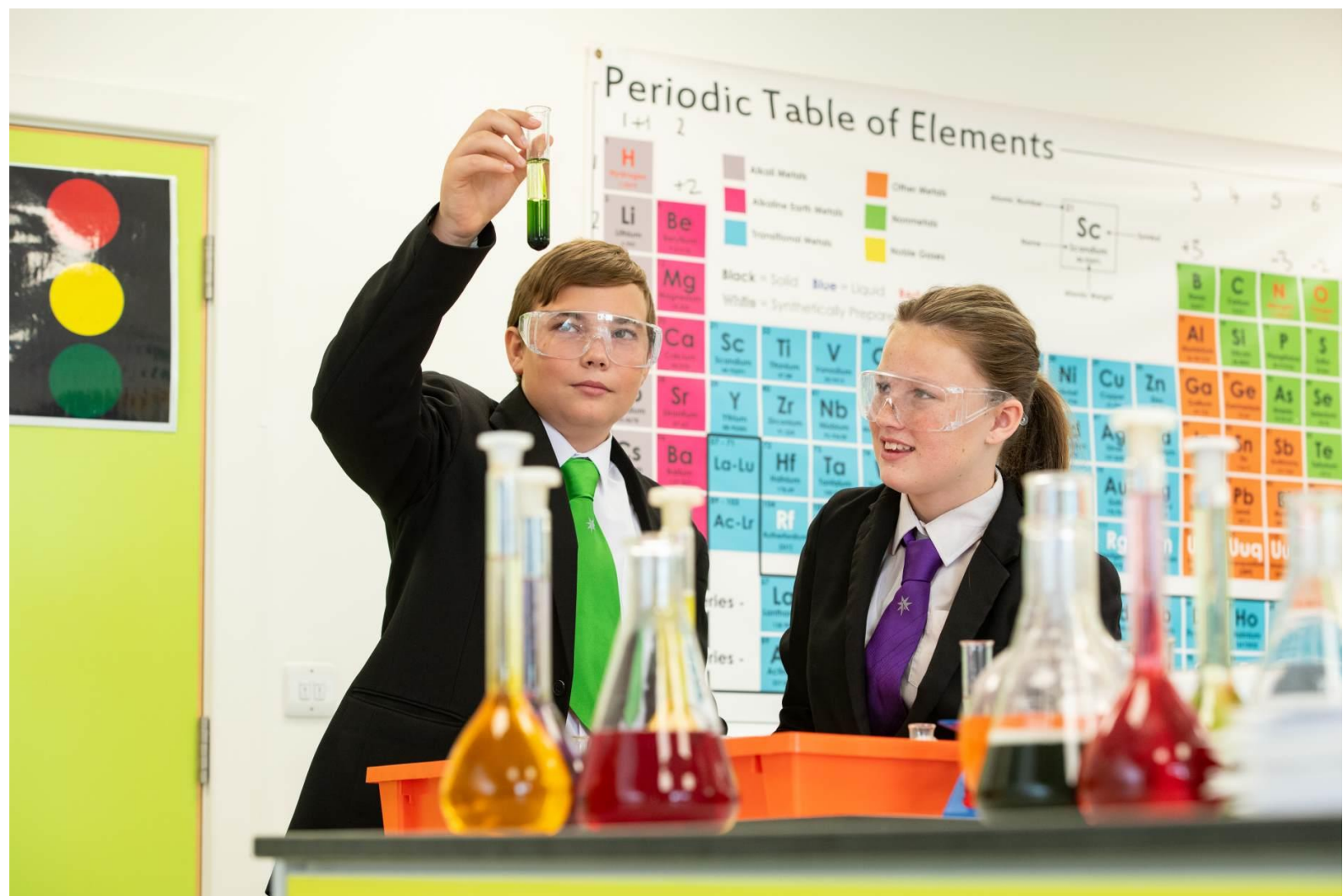
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Improving Outcomes *Transforming Lives*



WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the 'backbone' of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to 'improve outcomes and transform lives'.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it's an exciting time to join us.

Simon Garrill

A handwritten signature in blue ink that reads "S Garrill". The signature is written in a cursive, slightly slanted style.

Chief Executive Officer



THE FOUR CRITICAL QUESTIONS

WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.



THE E21C BACKBONE

MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

SECONDARY SCHOOLS

PRIMARY



.S



11-19



4-11

4-7



CANDIDATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- **Transparency** we will treat you with respect, honesty and fairness
- **Protecting** your privacy we'll ensure your information is secure and handled sensitively
- **Understanding** you'll be given everything you need to make informed decisions
- **Showcasing talent** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

WE WILL

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



WELCOME FROM THE HEAD



Welcome to Spires Academy, where we offer a distinctive small school environment with fantastic facilities. We are justly proud of our reputation as a place where each individual is well known, listened to and encouraged to be the best they can be.

Our three core values are respect, responsibility and resilience, and these values underpin all aspects of daily academy life.

I am proud to be the Principal at Spires Academy. Spires Academy is one of a family of schools forming part of the E21C Trust, a Trust built on the core values of trust, kindness and endeavour, values which I strongly believe in and values that can help Spires Academy, prepare students for the challenges that will face them in an ever-changing world. The 21st Century will change more rapidly than ever before, and as educators, we need to ensure we provide our students with the skills and knowledge they need to adapt to the unknown and embrace the future.

We believe that Spires Academy makes a difference to the life chances of our students, and we are committed to ensuring that every child leaves school a confident and happy young person who will be equipped and ready to play an active and constructive part in the Community they live.

I want Spires Academy to be the school of choice for our community, a place where children can thrive, feel safe and be happy. I firmly believe every child has a right to a brilliant education, and I will work tirelessly with the support of E21C and all the fantastic staff at Spires Academy to ensure we provide this.

We very much look forward to welcoming you to Spires Academy.

A handwritten signature in black ink that reads "Anna Burden". The signature is written in a cursive, flowing style.

Mrs Anna Burden

Head Teacher



ABOUT THE SCHOOL

Spires Academy offers a distinctive small school environment and is justly proud of its reputation as a place where each individual is well known, listened to and encouraged to be the best they can be.

We work hard to provide a safe and happy environment within which every student can grow and achieve personal, social and academic success.

We believe that Spires Academy makes a difference in the life chances of our students and that we can nurture confident young people who will play an active and constructive part in the community they live.

We are proud of our inclusive approach and strive to ensure that learning is enjoyable and seen as a lifelong process.

Spires Academy is part of the Education for the 21st Century Trust. The mission of E21C is to enhance the lives of children and young people by equipping them with the knowledge, personal skills and qualifications to become highly employable citizens, who can lead communities.



ABOUT THE ROLE

Assistant Principal

Start Date 29/08/2023

Based at Spires Academy

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all of our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all of our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

About the role

We are currently looking for an experienced Assistant Principal who can offer expertise in one of the following key areas of school improvement. We welcome applications outlining your success in one of these areas and explaining how this can help transform Spires Academy into an extraordinary school for this community.

- Professional Development
- Data and Assessment
- Behaviour and Pastoral Growth.

Summary of the role:

To assist the Principal in setting a school vision to improve outcomes and transform lives. Establish policies and systems through which this will be achieved, lead and manage staff and resources to that end, and monitoring progress towards their achievement. This post would form part of the Senior Leadership Team of the academy.

The **Assistant Principal** will work closely with the Vice Principal to ensure rapid school improvement and that outstanding teaching and learning is understood and delivered by all. The Assistant Principal will lead strategically on a key area of School improvement.

This is an opportunity to work strategically and operationally across the academy and with other senior leaders across the Trust





JOB DESCRIPTION FOR THE ASSISTANT PRINCIPAL: (LEADERSHIP SCALE L12-L15)

<p>Summary of the role</p>	<p>To assist the Principal in setting a school vision to improve outcomes and transform lives. Establish policies and systems through which this will be achieved, lead and manage staff and resources to that end, and monitoring progress towards their achievement. This post would form part of the Senior Leadership Team of the academy.</p> <p>The Assistant Principal will work closely with the Vice Principal to ensure rapid school improvement and that outstanding teaching and learning is understood and delivered by all. The Assistant Principal will lead strategically on a key area of School improvement.</p> <p>This is an opportunity to work strategically and operationally across the academy and with other senior leaders across the Trust.</p>
<p>Main duties and responsibilities</p>	<p>Qualities and Knowledge</p> <ul style="list-style-type: none"> • To lead and undertake any job at the reasonable request of the Principal. • Contribute to SLT discussions, including those that go beyond the immediate concerns of the school. • To keep abreast of developments in education – in particular in relation to Teaching and Learning to ensure that the school adapts to necessary changes. • Contribute to setting a strategic vision for the school and lead others in its implementation. • Challenge any low expectations from staff, students or parents. • Act as a role model for others by consistently delivering good and outstanding lessons. • Remain up-to-date with national changes to how learning and teaching is evaluated in schools, and ensure that Spires Academy works within recognised frameworks and criteria. • Remain up-to-date with educational research and pedagogy that has a positive impact on student learning. • Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. • Hold and articulate a clear vision that all students are entitled to be the best they can be. • Uphold the E21C pillars of leadership



Students & Staff

Under the direction of the Principal and Vice Principal:

- Lead strategically on and be accountable for a key area of School improvement
- Write strategic and operational plans as required by the role and as directed by the Vice Principal/Principal.
- To liaise with any outside agencies as required by the role and as directed by the Vice Principal/Principal.
- To lead on professional development of academy staff with regard to the area of school improvement.
- To manage the day to day deployment of staff and resources in the area of school improvement.
- To undertake performance management/appraisal for appropriate staff.
- Maintain a visible presence around the school through break/lunch duties, learning walks.
- Contribute to the preparation and review of the whole school SIP/SEF
- Complete reports that detail the impact of initiatives on learning, teaching and demonstrate positive impact upon attainment.
- Improve the school's P8 through the delivery of quality first teaching.
- To work with the other members of SLT to monitor the curriculum for the E21C Teaching and Learning rubric; holding all teachers to account when standards are not met.
- Act as coach to support teachers and non teaching staff to improve specific elements of their practice.
- Coordinate support packages for staff and be the central figure for Instructional coaching.

Systems & Processes

Under the direction of the Principal and Vice Principal:

- Conduct regular learning walks and action feedback to address any cause for concerns.
- Set high expectations for learning and teaching with regular monitoring at a whole school level.
- Embed a culture of Inclusion so students are constantly given appropriate challenge and high expectations are observed in all lessons.
- Manage the finances, stock and resources delegated to the role and justify expenditure of the budget as required.

The Self-Improving School System

- To inspire and influence others – within and beyond Spires Academy, including across E21C where appropriate
- To report to the Local Governing Body as directed by the Vice Principal/Principal.
- Remain up to date with current educational pedagogy.
- Undertake INSET as appropriate to enable 'best expert' status in all areas of responsibility.
- Collaborate with other schools and organisations in order to share expertise and bring positive benefits to Spires Academy.
- Maintain a regular consultation with your line manager.
- Identify opportunities to work with outside partners to advise on our evaluation of learning and teaching at Spires Academy.



	<ul style="list-style-type: none"> • Identify opportunities for moderation, standardisation, training and sharing of best practice across schools within E21C and wider where appropriate. • Seek both internal and external opportunities to increase both capacity and growth.
Line management duties and responsibilities	<ul style="list-style-type: none"> • Will be line managed by a Vice Principal • You will line manage staff relevant to the area of school improvement • Strategic lead for the area of school improvement.
Training	<ul style="list-style-type: none"> • Relevant training will be provided. • Support will be provided by a Vice Principal. • Support for Trust Teaching and Learning initiatives will be provided by the Trust including Instructional Coaching

Behaviour and Pastoral Growth

- Create a culture where pupils experience a positive and enriching school life
- Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life
- Encourage high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and clearly demonstrated by all adults in school
- Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy

Data and Assessment

- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents
- Track and analyse pupil performance data, paying particular attention to disadvantaged groups such as those eligible for the pupil premium, those with special educational needs, or who speak English as an additional language (EAL)
- Plan and implement interventions for those pupils who are not progressing
- Provide training and support for teachers and support staff on administering the assessment system effectively

Staff management and professional development

- Performance manage middle leaders, including carrying out appraisals and holding staff to account for their performance
- Manage staff well with due attention to workload
- Ensure staff have access to appropriate, high-standard professional development opportunities
- Keep up to date with developments in education
- Seek training and continuing professional development to meet their own needs



Person Specification			
Job Title	Assistant Principal. L12 – L15	Reporting to	Vice Principal
		Essential (E) or Desirable (D)	Evidence
Education, Qualifications, Training			
<ul style="list-style-type: none"> • Educated to Degree level • Qualified Teacher Status 		E	Application
		E	Application
Skills, Knowledge & Experience			
<ul style="list-style-type: none"> • A record of successful teaching at KS3 and/or KS4 • Minimum of 3 years teaching experience in a UK secondary school/academy • Experience at leadership level • Staff management experience • Good understanding of whole school issues • Evidence of managing difficult conversations with staff and students • Evidence of challenging poor staff performance • Evidence of using data analysis to make improvements for staff and students • Excellent ICT skills eg data bases, Microsoft office suite/Arbor/SIMS • Excellent communication skills (written & verbal) • Excellent planning, prioritising and management of personal workload and those of others in an environment of conflicting demands 		E	Application
		E	Interview
		E	Application
		D	Application/Interview
		D	Application/Interview
		D	Interview/Interview
		E	Interview
		E	Interview
		D	Interview
		E	Interview/Application/Assessment
		E	Interview/Interview
Personal Qualities			
<ul style="list-style-type: none"> • Strong outgoing personality • Resilient and able to work effectively in challenging circumstances • Able to build effective and positive working relationships with staff and students • Organised and methodical approach to work • Good sense of humour • Enthusiastic and committed 		E	Reference/Interview
		E	Reference/Interview
		E	Reference/Interview
		E	Reference/Interview



<ul style="list-style-type: none"> Committed to safeguarding and promoting the welfare of children and young people Committed to personal learning and development 	E	Interview
	E	Reference/Interview
	E	Interview
	E	Interview

HOW TO APPLY

Education for the 21st Century is committed to developing exceptional teams to work with our communities. We invest heavily in talent and aim to provide rewarding careers and clear progression pathways.

To apply please complete the application and equal opportunities monitoring forms [here](#) and send to Name

PROCESS TIMELINE

Closing Date and Time: Wednesday 22 March at midday.

Interviews: w/c 27 March 2023

For more information, please contact Gemma Lees on glees@spires.e21c.co.uk

We look forward to hearing from you.

Education for the 21st Century is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21st Century is fully committed to equality and to valuing diversity as an employer and a provider of education.





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