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# Enquire Learning Trust Application Pack

# VICE PRINCIPAL

# Hardwick Green Primary Academy

# January 2021

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### The Enquire Learning Trust

We are a multi-academy trust responsible for 29 academie in four clusters across the North of England; North East Lincolnshire, Hull, Manchester and Stockton-On-Tees.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people to every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don’t believe that implementing blanket priorities and objectives is pertinent to a successful academy, and encourages autonomy to academy leaders wherever possible.

### Values

We believe that all learners can be powerful learners, given access to good learning experiences. We want children and the academies they attend to be confident, successful and ambitious.

We envisage a Trust where well-led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful, and where all learners have access to effective and innovative provision that meets their needs and aspirations.

We want to add value to achievement and raise standards. We also want to change lives. We know that this requires our provision and our practice to be world class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.

We need to show that we take learning seriously and work together to create a vibrant culture in which this can happen. We know that it’s what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We need to take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that taps into their passions and interests and use the potential of emergent technologies.

### Keys to Success

As a Trust, we devised the following principles that we believe are the keys to our success. We are committed to an approach incorporating:

### Understands need and identifies real and current priorities.

We need to remain grounded in the real priorities that are identified by academy leaders and the Trust, because we can only expect schools to participate and actively engage if their real academy needs are met.

### Creates opportunities for academy leaders and teachers.

We need to constantly create opportunities for dialogue between the Trust, academy leaders and their peers, giving opportunity to enquire in to, and reflect upon the real priorities of each academy and explore opportunities for leadership teams to test out their judgements about where the school is and where the focus for improvement should be. We need to offer opportunities for collaborative support in co-designing the approaches each academy will take to achieve the improvements they aspire to.

### Takes advantage of research evidenced nationally to improve our futures.

Our approach needs to be based on the best research evidence that is available to us… because there is real wisdom in research and our children will learn most effectively if we are able to convert this wisdom into action and practice.

### Ensures evidence informed improvement is at the heart of everything we do.

To be continually exploring what the evidence base tells us about effective practice, utilising the outcomes of research to inform the decisions each academy makes about how to take practice and provision to another level. Ensuring our staff are given the opportunity to engage with research and explore what it means for their developing classroom practice.

### Understands that only when adults learn to do things differently, will classroom practice improve.

We must make professional learning and development an absolute priority, as if our adults are constantly learning and changing, so are our children. We are committed to creating high quality learning opportunities for all of our professionals – regardless of their role, with a reciprocal expectation that all of our professionals will embrace those opportunities to learn in ways that enhance the quality of what takes place in classrooms.

### Unlocks the potential!

We must emphasis the collaborative development and improvement, because the expertise locked away inside our classrooms has the potential to impact upon every learner. We need to create opportunities for reflection, learning and improvement. We need to de- privatise practice in ways that enable professionals in our classrooms to learn from one another, not only in their own academy but within the many schools across the Trust.

### Nurtures great leaders and liberates them to transform the life chances of our children.

We need to realise the potential of school-to-school support and leadership, utilising the outstanding leadership expertise that already exists within the Trust, and drawing upon that expertise to build leadership capacity within all of our academies.

### Recognises that great learning is created by great teaching.

Because when classroom practitioners grow, develop and thrive, so do our children. It is everyone’s responsibility to create the conditions for that to be great. Our employees are the key to our success, and as a Trust we must create the conditions for them to thrive.

### The Academy

Hardwick Green Primary Academy are seeking to appoint a Vice Principal after the previous post holder was appointed as Principal in April 2020.

The academy was rated ‘Good’ by Ofsted in May 2019 and has been on a continuing trajectory of improvement over the past year. We work with different agencies such as the CLPE, English Hubs, Maths Hubs and STEM centres to enhance our teaching and learning and support ur curriculum development. We use research to inform our teaching and staff read widely around education and learning.

Hardwick Green benefits from a spacious, modern building. The original building was completed in 2009 and an extension was added in 2017 to allow the school to increase its PAN from 30 to 60. The building houses state-of-the-art facilities including touch-screen projectors, a drama and dance studio, a beautiful library and an ‘Interactive Immersive Classroom’ which has to be seen to be believed! The outside grounds have a wealth of play equipment including a MUGA for PE and active play and lunch times.

Along with academic success, personal development is at the heart of our school. The school values are SMART:

* Success
* Motivation
* Ambition
* Respect
* Trust

Children learn what it means to be ‘SMART’ as they progress through school, and each week children who have shown those values exceptionally well receive an award in a whole-school assembly.

Our curriculum also features many other planned and coherent opportunities for personal development, including the use of quality texts in English and our whole-school approach to PSHE (Jan Lever’s Jigsaw).

We have a high proportion of children who receive the Pupil Premium (60%) and a number of our children have challenging circumstances. We need our new Vice Principal to lead on Teaching & Learning and Inclusion and pull together all of the existing skills, expertise and opportunities in school to ensure that each child gets exactly what they need – wether that is emotional support, learning support or support for home. Our new inclusion team will consist of experienced and highly-skilled staff - our SENDCo (0.5), our Safeguarding Officer, our Education Welfare Officer, a group of SEN TAs and a Learning Mentor. If you have a passion for ensuring children receive the best support possible then this an opportunity too good for you to miss!

Hardwick Green Primary Academy

Tithe Barn Road, Stockton-on-Tees, TS19 8DE

**Vice Principal**

**Required from:** September 2020

**Salary Scale:** L8-12

Hardwick Green Primary Academy are seeking to appoint a Vice Principal after the former post holder was appointed as Principal in April 2020. The academy was rated ‘Good’ by Ofsted in May 2019 and has been on a continuing trajectory of improvement over the past year.

We are seeking an inspiring and capable Vice-Principal to lead further developments in the academy. Our new Vice Principal will be responsible for teaching & learning and all aspects of Inclusion. This includes ensuring teaching & learning across the academy allows all children to succeed, regardless of their background or ability, and managing our newly-formed Inclusion team (which consists of a SENDCo, learning mentor, SEN TAs, specialist safeguarding officer and education welfare officer). In essence – you will make sure our children get the best deal possible!

Alongside the Principal and wider staffing team, the successful candidate will have the opportunity to make our Academy the best it could be. This is a unique opportunity, where you will be able to develop your leadership skills and strategic experience to positively enhance the learning and life experiences of pupils who are keen to learn.

As part of the Enquire Learning Trust, one of the country's most successful Multi Academy Trusts, we have access to a highly skilled, creative network of schools that work together to continually improve and innovate.

This is an exciting opportunity for the right person. We are seeking:

* An experienced leader and highly skilled teacher with a proven track record
* A driven and effective team player who will help to create a climate where it is safe to innovate
* An inspirational and skilled leader who can be a focal point for the whole school community.
* A leader who will continue to improve our provision for all members of our learning community.
* A dedicated leader that can use the strengths of the school as a platform for further improvement
* A leader who has high levels of integrity, courage and a commitment to school-to-school collaboration
* Someone passionate about making a difference to children’s lives

We can offer you:

• The opportunity to lead a dedicated, committed, enthusiastic staff team

• The chance to work alongside excellent leaders from our partner schools within the Enquire Learning Trust

• First class professional and career development and on-going leadership development

• A commitment to supporting your own professional ambitions.

The closing date for completed applications is Thursday 1st October. Interviews will be held on Tuesday 13th October.

To arrange a telephone conversation about the role, please contact:

* Mr Chris Story, Principal – [c.story@hardwickgreenacademy.org.uk](mailto:c.story@hardwickgreenacademy.org.uk)

Please return application forms **electronically only** to

* Mrs Helen Stuart, Academy Business Manager – [h.stuart@hardwickgreenacademy.org.uk](mailto:h.stuart@hardwickgreenacademy.org.uk)

Further information on our Academy can be found at [www.hardwickgreenacademy.org](http://www.hardwickgreenacademy.org)

The Academy is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS).

We are committed to safeguarding and promoting the welfare of children and young people and expect the same commitment from all staff and volunteers

**Hardwick Green Primary Academy**

**Person Specification for Vice-Principal**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications | * Qualified Teacher status * Degree level qualification * Professional development in preparation for a leadership role e.g. NPSQL / NPSQML |  |
| Experience | The Vice Principal should have experience of:   * Being a highly effective classroom practitioner, who can adapt teaching to meet the needs of all learners. * At least five years’ teaching experience. * Successful leadership and management experience in a primary school, preferably as part of an SLT. * working in more than one Key Stage * leading a key area of curriculum development * supporting teaching staff, including coaching, mentoring and modelling good practice * monitoring and evaluating the work of colleagues, and pupil outcomes * the process of school development and improvement planning * participating in a team approach to management, including change management * working with children from a variety of social backgrounds | In addition, the Vice-Principal might have experience of:   * being an Assistant Principal * being a SENDCo, or using the SEND code of practice (2014). * Being a designated safeguarding lead. * working within a variety of different schools in the primary age range * key involvement in the evaluation and prioritisation of elements in the School Improvement Plan * staff recruitment, appointment and induction procedures |
| Knowledge and understanding | The Vice Principal should have knowledge and understanding of:   * Using research to inform practice * the role of the leadership group within school * the Ofsted Inspection Framework and the process and place of self-evaluation * effective teaching and its impact on the learning of pupils * current curriculum management and the school’s role in providing a broad, balanced and engaging curriculum for all pupils * the effectiveness of teamwork * the principles of community education and parental involvement * monitoring and assessment across a key stage * safeguarding requirements | In addition, the Vice Principal might also have knowledge and understanding of:   * a knowledge-rich curriculum * performance management processes * whole-school issues and their implications for financial management * people management |
| Skills | The Vice-Principal will be able to:   * Use national and school data to inform their leadership * use vision, initiative and leadership in making change, to enhance and raise standards * support the work of colleagues and promote staff development, with an understanding of its relevance to performance management * take a key management and leadership responsibility * listen and respond to adults and children, using good interpersonal skills * be a driver for change and improvement, as a role model for others * take a positive attitude to behaviour management * Involve parents effectively in the work of the academy | In addition, the Vice-Principal might be able to:   * use ICT with confidence and enthusiasm |
| Personal characteristics | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * Ability to work under pressure and prioritise effectively * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Approachable, calm, confident and kind with a good sense of humour |  |