



Applicant Pack

Vice Principal

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Part of the Trinity family of academies and schools





A welcome from the Principal

Trinity Academy Leeds will open its doors to a founding cohort of Year 7 students from across the city, in September 2021. This is a unique and exciting opportunity to be part of the school's journey, from the very start.

The school will be well supported, benefitting from the strong systems of leadership, teaching and learning and pastoral care that run through the Trust's other, highly successful academies, whilst forming its own identity and culture. The school will serve students from across the city and will be highly ambitious about what all students can achieve; encapsulated by our vision statement; 'Reach Higher, See Further, Shine Brighter.'

The role of Vice Principal will be key, in creating and shaping an organisation that will serve the young people of East Leeds and beyond, for generations to come. We are looking for a strong candidate with a successful track record in whole school leadership, coupled with an ability to inspire our students, within and outside of the classroom, and an unswerving belief that everything is possible.

I really do hope that this new role excites you and that you feel compelled to apply! Please do get in touch, should you wish to find out more about the school and role.

Kat Cafferky

Principal Designate



Trinity Academy Leeds

Due to the increased population in Leeds, particularly in young people of school age, there is a shortage of secondary school places which will last for the foreseeable future. To overcome this problem, Leeds City Council have committed to opening a new school in September 2021 and have chosen Trinity Multi Academy Trust as their preferred sponsor.

Trinity MAT is proud to have transformed the life chances of thousands of pupils across its existing academies, and we are equipped and eager to do the same for those in Leeds.

Our MAT core values of Empathy, Honesty, Respect and Responsibility run through all aspects of academy life. We welcome students of all faiths and none, these values relate to everyone regardless of faith or background.

Drawing from the success and expertise of organisations across our high performing MAT, we will ensure that children are supported both academically and pastorally to secure the brightest of futures.

Our secondary schools consistently achieve academic results which place them in the top 10% of highest performing schools in the country and receive national and international recognition for the quality of their provision. This success will be replicated at Trinity Academy Leeds where every young person will benefit from outstanding teaching and an inspirational curriculum.

Trinity Academy Leeds will be a new modern building, initially opening in September 2021 for 240 year 7 students, providing state of the art facilities to match our curriculum and ambition for young people in Leeds.

For more information about Trinity Academy Leeds please visit www.leeds.trinitymat.org

For more information about Trinity Multi Academy Trust please visit www.trinitymat.org



JOB DESCRIPTION

Post Title:	Vice Principal
Salary:	L20 – L24
Core Purpose:	<p>a) To strategically lead the direction and development of the academy in accordance with the ethos and vision of the sponsors.</p> <p>b) To raise standards of student attainment and achievement across the academy by:</p> <ul style="list-style-type: none">• providing strategic leadership for teaching and learning, setting clear direction and effective management for the Academy as a whole• establishing systems for Quality Assurance to inform the academy improvement plan and establish a positive culture of self-review and improvement• leading innovation and development of teaching and learning through new technologies and cutting edge research• developing and enhancing the teaching practice of others• effective management, deployment, monitoring and evaluation of the Lead Teacher team. <p>c) To effectively evaluate the impact of (b) and strategically plan for improvement by contributing to the management and deployment of all financial and physical resources in the academy.</p> <p>d) To deputise for the Senior Vice Principal.</p> <p>e) To strategically develop national initiatives e.g. AfL, Literacy and Numeracy and embed them into academy practice.</p> <p>f) To monitor classroom performance, intervene/support where necessary and evaluate impact.</p>
Reporting to	Principal
Responsible for:	Assistant Principal, Curriculum Leaders, Lead Teachers and other identified staff.
Liaising with	SLG, Governors Curriculum Leaders, Lead Teachers, ALTs, Deputy Curriculum Leaders, Phase Leaders, teaching and non-teaching colleagues and other relevant staff with cross-academy responsibilities, partner schools, other academy partners and parents.
Leadership	<ul style="list-style-type: none">• To be accountable for the achievement, attainment and progression of students across the academy.• To provide strategic leadership on the development of teaching and learning across the academy and contributing to the strategic leadership of teaching and learning across the Academy Trust.• To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives.• To strategically develop the whole academy use of national initiatives to ensure effective planning for future improvements.• Strategic lead on identified areas of the Academy Improvement Plan

- Line Management of identified Curriculum and other middle Leaders.

Learning

- To keep up to date with national developments in pedagogy.
- To arrange and conduct 'learning walks' and other learning evaluation strategies in accordance with academy policy.
- To ensure that challenging targets are set, understood and used effectively to raise standards of attainment.
- To develop a culture of independent learning, and establish and develop independent learning for individuals and small groups.
- To ensure that new technologies are introduced and deployed effectively across the academy and that pedagogy embraces and develops with available technologies.

Curriculum

- To take a leading role in developing and creating a modern, innovative, and relevant curriculum to raise aspiration and achievement.
- To create structures to ensure that teaching and learning is innovative and of high quality throughout the academy
- To ensure that CPD programmes are effective and have impact
- To contribute to developing a programme of enrichment extending the academy experience beyond the limits of formal teaching

Assessment

- To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To provide all relevant bodies with robust information relating to the academy's performance and development.
- To contribute to on intervention and mentoring strategies.

Staff development

- To undertake Performance Management Reviews and act as reviewer for other academy staff.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
- To participate in the academy's ITT programme.
- To support development in learning and teaching within and across curriculum areas through CPD, monitoring and review.
- To support colleagues to be successful in their own leadership role through mentoring, coaching and line management.
- To coordinate mentoring/coaching programmes and lead induction of new staff, GTPs and NQTs.

Communication

- To ensure that all members of the academy are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, governors and other relevant external bodies.
- To represent the academy's views and interests in a professional manner.

Management of Resources

- To assist the curriculum leaders to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To contribute towards a smooth transition on all aspects/liaison with the new building programme.

Marketing and Liaison

- To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases, prospectus and other materials.

- To contribute to the development of effective links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events.
- To actively promote the development of effective links with external agencies.

Pastoral System and Safeguarding

- To be accountable for effective and proactive attendance systems.
- To oversee the monitoring of student attendance and progress in relation to targets set for each cohort, ensuring that appropriate action is taken where necessary.
- To ensure the Behaviour for Learning strategy is implemented in the academy so that effective learning can take place.

Operational

- To promote teamwork and to motivate staff to ensure effective working relations.

Other Specific Duties

All SLG will have generic responsibilities, such as a 'hands-on' role in the day-to-day management of the Academy e.g. maintaining a presence around the academy throughout the day. All SLG will also:

- contribute to the strategic leadership and management of the academy in order to develop an ethos and culture of high expectations
- model the ethos and vision for the Academy
- line and performance manage identified staff and teams
- coach and develop the staff and students for which they are accountable.

Many specific responsibilities will require collaborative working with other SLG and middle managers, which the SLG member will develop proactively.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

PERSON SPECIFICATION

Job Title: Vice Principal		
KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> education to degree level or equivalent QTS and GTC registered an excellent track record of recent, relevant professional development responsibility for an area of whole school performance experience of effective teaching and performance within the curriculum area. 	<ul style="list-style-type: none"> innovative use of resources working with young people and inner city communities
Leadership & Management	<ul style="list-style-type: none"> experience of working as a strong leader and as a member of a leadership team in an educational setting innovative approaches to working with students, parents, staff and other stakeholders initiate, lead and manage change programmes prioritise, plan and organise direct and co-ordinate the work of others set high standards and provide a role model for students and staff deal sensitively with people and resolve conflicts a commitment to an open and collaborative style of management 	<ul style="list-style-type: none"> motivate all those involved in the delivery team liaise effectively with other organisations and agencies
Knowledge & Understanding	<ul style="list-style-type: none"> the principles behind the role and its potential for raising standards the principles and characteristics of effective academies the principles and practices of strategic and operational planning and delivery effective review and evaluation procedures the application of ICT to teaching management and learning 	<ul style="list-style-type: none"> different methods of consulting with stakeholders professional and community links strategies for ensuring equal opportunities for staff, students and other stakeholders
Personal Qualities	<ul style="list-style-type: none"> a commitment to inclusive education evident enjoyment in working with young people and their families empathy in relation to the needs of the academy and the local community ability to inspire confidence in staff, students, parents and others adaptability to changing circumstances/new ideas reliability, integrity and stamina resilience and perspective personal impact and presence 	<ul style="list-style-type: none"> achieve challenging professional goals personal ambition and potential for further promotion intellectual ability and curiosity determination to succeed and the highest possible expectations of self and others vision, imagination and creativity
Communication Skills	<ul style="list-style-type: none"> communicate the vision of the academy to a range of stakeholders 	<ul style="list-style-type: none"> develop, maintain and use an effective network of contacts

	<ul style="list-style-type: none"> • negotiate and consult fairly and effectively • develop and manage good communication systems • communicate effectively orally and in writing to a range of audiences 	
Decision and judgement making Skills	<ul style="list-style-type: none"> • make decisions based on analysis, interpretation and understanding of relevant data and information • demonstrate good judgement in a leadership or management role 	<ul style="list-style-type: none"> • think creatively and imaginatively to anticipate, identify and solve problems
Self Management Skills	<ul style="list-style-type: none"> • prioritise and manage own time effectively • work under pressure and to deadlines 	<ul style="list-style-type: none"> • achieve challenging professional goals • take responsibility for own professional development