



Appointment to the post of Deputy Principal

Information for Applicants

2019



Welcome

Libertas per Cultum, Freedom through Education

Dear Applicant,

Thank you for your interest in the position of Deputy Principal at Phoenix Academy, part of Future Academies. Future Academies has been established to improve both the life chances of students and social mobility. We are able to do this through our knowledge-rich curriculum delivered by subject experts and through our Raising Aspirations programme.

The principle aim of Future Academies is for our family of academies to promote high aspirations through a knowledge rich curriculum, excellent behaviour and our extensive Education Enrichment programme.

We are looking to appoint exceptional staff who subscribe to our belief that with the right curriculum and excellent teaching all pupils can succeed.

We are looking for someone who has experience in areas of whole school behaviour management, safeguarding, working with students at risk of exclusion and SEND but most importantly someone who can get the best out of our most vulnerable young people ensuring we have the support in place to help them succeed. When shortlisting we will be looking for staff that have made an impact in their present role and can articulate a clear vision for excellent pastoral care. Our staff are fundamental to the success of the Academy. If you are passionate about working within education, and believe you can make a difference, then I encourage you to apply.

You will be joining the academy at an exciting time in as Phoenix Academy was graded 'good' across all areas in our recent Ofsted inspection and GCSE results have improved over the past two academic years.

We hope this information pack encourages you to apply. Please do visit our website www.phoenixacademy.org.uk for more information about the school, and the Trust's site www.futureacademies.org to find out more about our ambitious educational family.

To apply, please download the application form, or visit our website and return the completed form with supporting statement to recruitment@phoenixacademy.org.uk Please do call me on 07903 705 181 if you wish to have a confidential discussion prior to applying.

I look forward to receiving your application and welcoming you to our school.

Yours sincerely,

Tony Macdowall
Principal Designate



Job Description

Post Title:	Deputy Principal (Pastoral)	
Accountable to:	Principal	
Scale / Salary:	L18 - 22	
The description of the duties, responsibilities and accountabilities for the post of Deputy Principal (Pastoral) at Phoenix Academy have been set out in this job description.		
Responsibility Areas:	Strategic leadership of the Pastoral and Behaviour systems to support academic achievement Acting as Designated Safeguarding Lead (DSL) for Safeguarding	
Accountabilities:	A	Undertaking responsibilities as a member of the Leadership Team of the school.
	B	The leadership, day-to-day management and high standards of the pastoral system in the school along with the setting, development and implementation of compliant policies, plans, targets, practices and procedures related to the system within the context of Future Academies' principles (knowledge, aspiration, and respect).
	C	The leadership, day-to-day management and high standards of exemplary behaviour to support high academic standards, progress and attainment of all students.
	D	The leadership of exemplary inclusion provision.
	E	Undertaking the duties and responsibilities expected of the Designated Safeguarding Lead (DSL) for Safeguarding in the school.
	F	To effectively appraise, performance manage, line manage and deploy teaching and support staff as appropriate both within the Pastoral system and across the wider school. Lead the extracurricular offer
	G	The leadership of whole school systems including attendance, punctuality, rewards and Adventure Learning

Area of Accountability A:

Responsibilities as a member of the leadership team

To provide professional leadership and management to secure:

- Improvement in achievement and attainment for all students;
- Raising of aspirations and standards of learning and teaching;
- High quality provision of all services;
- Effective strategic direction, leadership and management at all levels;
- Effective deployment of resources;
- A safe and healthy environment for members of the school community; and
- Outstanding levels of exemplary behaviour for learning.

To directly assist the Principal with:

- determining, planning and implementing the direction of whole school issues;
- meeting student and staff needs on a day-to-day basis;
- the supervision and control of student behaviour around school at all times;
- being a presence around school: a role model to all.

As Deputy Principal, you will be expected to deputise for the Principal in his or her absence.

Generic expectations of all members of the Leadership Team:

- act with professional integrity at all times;
- notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work;
- identify and improve those areas relevant to your role which need to move from good to outstanding;
- maintain those Trust policies and procedures relevant to your area and update whenever required;
- be present where required at meetings, performances and other functions / events;
- where requested to do so, attend Trust and Governing Body meetings to inform trustees of issues related to your role;
- undertake a proactive part in:
 - o those activities that are part of the self-evaluation of the school;
 - o casual and formal checking of uniform;
 - o being a presence around school;
- an example in undertaking a regular commitment to duties and the assembly rota;
- work as part of a team, submitting draft proposals and documents for further development by the Leadership Team, and accepting and supporting final Leadership Team decisions;
- regard to Leadership Team meetings;
 - o all members are expected to be punctual to and attend scheduled meetings unless prior agreement for absence has been given by the Principal;
 - o all members are encouraged to express their views, but are expected to work to the majority decision or the final decision of the Principal. A consistent message should be given to staff and students at all times;
 - o when requested to do so by the Principal prepare and present reports on progress / issues related to areas of accountability and responsibility;
 - o traverse the conflicting expectations of transparency and confidentiality.
- at all times work as one team with the staff.
- undertake specific tasks reasonably delegated by the Principal.

Area of Accountability B:

Leadership and management of pastoral system

- Have strategic oversight and implementation of the school's Pastoral systems;
- To implement the Pastoral system directly through the work of the Pastoral Leaders on a daily basis;
- Ensure policies related to the pastoral system are followed by all staff and that all staff are held accountable for their implementation and success;
- Lead in the development of processes to enhance the way the Pastoral system works in school;
- Maintain an overview of funding held in budget cost centres related to the Pastoral system;
- Network with local support groups related to behaviour and disseminate information to colleagues where relevant;
- Undertake self-evaluation of the Pastoral system in order to contribute to school systems of monitoring, evaluation and review;
- Provide any information that Ofsted may need in relation to compliant behaviour and behaviour for learning in the school;
- Be aware of and ensure that the school is achieving the 'Outstanding' criteria in the Ofsted Evaluation Schedule;
- Contribute to the school development plan by identifying clear targets, timescales and success criteria for the development and / or maintenance of the Pastoral system;
- Monitor progress and evaluate the effects of developments and targets on student behaviour by working alongside colleagues, analysing work and outcomes;
- Lead on strategies for addressing issues associated with attendance, absence, persistent absence and punctuality.
- Lead on Primary liaison, Year 6 visits and oversight of primary transition

Area of Accountability C:

Compliant behaviour and behaviour for learning

- Ensure that the highest standards of behaviour (both compliance and behaviour for learning) are implemented and maintained;
- Provide support for key front line staff in the Pastoral system for all disciplinary matters;
- Work with key members of staff (such as Pastoral and Subject Leaders, tutors and teaching staff) to ensure that they are involved in leadership of compliant behavior and behaviour for learning;
- Ensure that teachers are aware of the implications of the Behaviour Policy and that these policies are effectively and consistently implemented and monitored;
- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective learning, teaching and tutoring;
- Have an enthusiasm which motivates and supports other staff and encourages a shared understanding of the contribution they can make to all aspects of students' lives;
- Take a lead in the appointment and monitoring of quality teaching and support staff, where relevant to the Pastoral system including rewards;
- Allocate tutors appropriately to the right students / tutor groups to foster and maximize relationships to improve outcomes for students and a calmer and more productive working environment for staff;
- Through the Assistant Principal, have oversight of a high quality transition programme for students entering the school and which ensures students are fully aware of the expectations and standards of the school;
- Take a lead on admissions in the school, including undertaking parent / carer tours of the school;
- Lead on dealing with serious behavioural issues in the school, referring to the Principal for exclusions;
- Work with the community should they express a concern about behaviour outside of the school and ensure that students are aware of the expectations on them when travelling to and from the site.

Area of Accountability D:

Inclusion

- Ensure the Trust vision for the school to be inclusive is met and that inclusion means that support is predominately given in the classroom, allowing students to access learning;
- Through line management of the Inclusion Leader, ensure effective implementation of inclusive strategies for all students;
- Promote and lead on inclusion strategies across the curriculum;
- Support staff in developing effective inclusion strategies through the CPD programme.
- Ensure parents / carers are fully involved and engaged as partners in the progress of their children;
- To ensure a high profile is given to the identification and planning of significant and vulnerable groups in the classroom in order to ensure the progress of every student;
- Provide any information on inclusion practice requested by Ofsted or other relevant outside agency.

Area of Accountability E:

Senior designated person for safeguarding

- Undertake all the responsibilities of a Designated Safeguarding Lead (DSL) for safeguarding in the school, including keeping the Principal informed of safeguarding issues;
- Respond effectively and immediately to safeguarding / child protection concerns raised by staff or students or brought to your attention through other means;
- Work with the Principal to ensure all safeguarding policies are up-to-date;
- Actively raise awareness of safeguarding / child protection issues with all staff;
- Ensure that all staff on your school site are aware of Trust safeguarding policies and are appropriately trained to recognise and deal with safeguarding / child protection issues;
- Ensure the timely induction of new staff to the school in relation to safeguarding issues;
- Keep records of referrals and detailed and accurate records of safeguarding / child protection concerns and actions taken (separately from the main school system in a secure location in the school and / or ICT system);
- Maintain links with and a working knowledge of how the local Safeguarding Board operates in order to ensure currency of safeguarding / child protection systems;
- Undertake the necessary liaison and communication with the local Safeguarding Board and other relevant outside agencies by attending meetings (such as case conferences, strategy meetings, etc.) and sharing detailed records relating to safeguarding / child protection cases where requested;
- Undertake any actions as determined by the local Safeguarding Board;
- Ensure appropriate communication with parents / carers or relatives of any student involved in safeguarding / child protection incidents in line with the advice of the local Safeguarding Board and / or other relevant outside agencies;
- Ensure that the Staff Safeguarding Training database (listing the status and dates of the training of all staff) is kept up-to-date;
- Where students leave the school, ensure that their destination school is made aware of any safeguarding / child protection issues in line with national, regional and Trust policies.

Area of Accountability F:

Appraisal, performance and line management

- To act as line manager for teaching and support staff where relevant to the pastoral system or wider leadership responsibilities as Vice Principal, undertaking performance management reviews yearly in conjunction with the Trust's policies and procedures;
- Review the job descriptions for teaching and support staff when requested by the Principal;
- Undertake regular evaluation of staff progress towards agreed improvement objectives through appraisal, performance management and line management policies, practices and procedures;
- Utilise the observation procedures to monitor pastoral care, behaviour for learning, practice of staff and students, and follow up observations with a discussion on progress and areas for improvement;
- Contribute positively to your own appraisal, performance management and line management.
- Oversight of school calendar, daily cover and trips

Person Specification

Post Title: Deputy Principal (Pastoral)

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

Attribute	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> ☐ Honours degree and Qualified Teacher Status (QTS) ☐ Evidence of relevant professional development related to whole school leadership issues 	<ul style="list-style-type: none"> ☐ Post graduate qualification
Knowledge and Experience	<ul style="list-style-type: none"> ☐ Statutory education frameworks ☐ Strategic planning processes ☐ Effective strategies for promoting student welfare and engaging with multi-agencies ☐ Effective strategies for behaviour management including the use of rewards and sanctions ☐ The effective use of support structures and resources to aid student progress ☐ Strategies for ensuring inclusive practice across all areas of the curriculum ☐ Knowledge of statutory responsibilities related to safeguarding and child protection within schools ☐ The use of a range of tools and evidence, including performance data, to support, monitor, evaluate and improve student progress ☐ Current educational issues specifically in education for 11-18 range, adjacent phases and transition 	<ul style="list-style-type: none"> ☐ Experience of leadership and management roles across a number of schools ☐ Experience of a pastoral role ☐ Child protection officer training
Leadership and Management:	<ul style="list-style-type: none"> ☐ Ability to contribute to the strategic direction of the school. ☐ Ability to develop and implement operational policies to deliver the strategic vision for school. ☐ Leadership and management skills to improve and maintain level of attainment and success ☐ Excellent classroom practitioner who can lead by example ☐ Ability to motivate students and staff ☐ Ability to lead, coordinate, delegate and empower ☐ Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews ☐ Ability to manage change and work under pressure of changing circumstances 	

Skills and Abilities:	<ul style="list-style-type: none"> ☐ Ability to see things through to completion ☐ A reflective practitioner able to evaluate practice and embed a process of continuous improvement ☐ An inspirational style that imparts confidence, motivates staff, parents / carers and students ☐ Ability to analyse and interpret information to make informed decisions and exercise good judgment ☐ Ability to create and maintain strong supportive relationships with staff, parents / carers, students, the community and other agencies ☐ Ability to be innovative, creative and tenacious ☐ Skills, experience and ability to promote high quality pastoral care to meet the needs of all students 	
Personal Qualities:	<ul style="list-style-type: none"> ☐ An exceptional role model with high standards of integrity and approachability ☐ A 'team player' ☐ Highly motivated, ambitious, and upbeat ☐ Calm under pressure with a good sense of humour ☐ Flexible and collaborative 	
Safeguarding:	<ul style="list-style-type: none"> ☐ Evidence of a commitment to promoting the health, welfare and safeguarding of children ☐ Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school 	

Safer Recruitment at Future Academies

Future Academies is committed to safeguarding and promoting the welfare of children and young people. We undertake very thorough checks to ensure that we meet our obligations to protect the children attending our Academy's. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an Enhanced DBS and barred list check. We also ensure staff in a teaching capacity are not subject to a prohibition order or an interim prohibition order. Teachers from the EEA are also subject to a check for any restrictions/sanctions. Those appointed to a management position will be subject to a 'Section 128 direction' to ensure they are not prohibited from taking part in the management of a school.

1. Candidates should be aware that all posts at Future Academies involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. All members of staff will have access to the DfE Keeping Children Safe in Education guidance, September, 2018.
2. Longlisted candidates will be required to complete a Disclosure of Criminal Record form and bring the completed form to interview. If the job involves contact with children up to age 8 you will also be required to make a Disqualification Declaration. The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children may make you unsuitable since this is a "regulated position" under the Criminal Justice & Courts Services Act 2000.
3. If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
4. You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected, and possible referral to the police and/or Independent Safeguarding Authority.

Invitation to Interview – please bring with you:

- Disclosure of Criminal Record, or Disqualification Declaration form in a sealed envelope. This form will be sent to candidates invited to interview.
- Documentary evidence of identity that will satisfy DBS requirements such as a current UK Photo card driving license and/or a current passport and/or a full birth certificate
- Documentary proof of address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing a change of name
- Original certificates confirming any educational or professional qualifications that are necessary or relevant for the post
- Evidence that you have the right to work in the UK

Please note that originals of the above are necessary. Photocopies are not sufficient.

Candidates will be asked to account for any gaps in their employment history and to address any discrepancies or anomalies in their application form. We will require information in accordance with statutory guidance for anyone who has worked or been resident overseas in the previous five years.

We will seek references on longlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview.

Phoenix Academy – The area

This area has fantastic transport links. It has five underground stations which together link Shepherd's Bush to the Central, Hammersmith & City and London Overground lines. The closest station is White City and Shepherd's Bush and Wood Lane are within easy walking distance. Journey times are:

- Liverpool Street: 26 minutes
- Canary Wharf: 41 minutes
- Waterloo: 28 minutes
- Bank: 23 minutes

There is ample free parking on-site.

Shepherd's Bush has superb entertainment provisions and arts facilities. It's a very active and vibrant area in West London. It has extensive retail facilities, including the Westfield Shopping Centre, the largest urban shopping centre in Europe. Shepherd's Bush has the postal code W12.

