



Recruitment pack

# Westbury Academy Deputy Principal

L16-21

**Dear candidate,**

**Thank you for being so interested in this exciting opportunity. This post is not for the faint-hearted.**

Westbury Academy is a special school in Nottingham catering for one hundred and ten pupils aged nine to sixteen. All pupils have been identified with social, emotional and mental health (SEMH) needs. The Academy is a good school with an unwavering ambition to achieve an outstanding education for all. We are progressing towards this through a values-based curriculum underpinned by a trauma-informed ethos which wholeheartedly places children at the centre.

We seek to employ an outstanding Deputy Principal who demonstrates excellence in strategic leadership and ongoing development of an unapologetically high safeguarding culture, dynamic educational model and exceptional child-centred pastoral care aligned to the Trust's values. You will demonstrate exceptional emotional intelligence and organisational and communication skills to assist the team with their determination for all children. You will join a dedicated and loyal staff team committed to helping marginalised children and young people and have the opportunity to grow and develop the Academy further at a critical stage in the Academy's evolution.

The successful candidate will be a visible leader with an unwavering commitment to leaving no child behind and share the same passion for transforming young people's lives as all Westbury Academy staff.

This post is a fantastic opportunity for an aspirant and exceptional middle or senior leader fully committed to social inclusion and preparing children and young people for the next stage of their lives. The successful candidate will be ambitious to take on this role as a step toward future Headship and can demonstrate career successes through the application process.

Westbury Academy is committed to safeguarding and promoting children's welfare; we expect all staff to share this commitment. Your application should be in the form of a letter highlighting the strength you feel you possess to drive our school forward.

I appreciate your interest; I look forward to reading your application with great interest.

Lee Morgan  
Principal

## The candidate

The ideal candidate will be:

- a suitably qualified teacher
- extensive pastoral and/or primary education experience
- committed to school improvement and raising levels of pupil achievement
- a reflective practitioner, with the ability to plan strategically
- someone who can demonstrate excellent organisational, communication and interpersonal skills with colleagues and parents/carers
- prepared to share and support the school's ethos, and have energy and commitment to all aspects of school life
- focused on high expectations of learning and behaviour
- committed to inclusion, and have a caring and adaptable approach in supporting children of all abilities
- keen to make a real difference to the lives and life-chances of our children
- a good team player and ready to contribute to the wider life of school

We welcome applications from everyone who believe they meet the expectations of the role regardless of age, gender, ethnicity, sexual orientation, faith or disability. In order to ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

## About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension, and health assured programme of support. Participation in training and development is expected and training bursaries are available on request.

## About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application. To complete the application you would need the following document(s):

1. Maximum of 2 A4 sides, outlining how you feel you meet the role and why you believe you can make a difference to children and young people.
2. Completed application form and associated documents through the portal which can be found at <https://www.raleightrust.org/work-with-us/current-vacancies/>

If you would like an informal discussion with the Principal, please contact Lee Morgan on: [l.morgan@westbury.raleightrust.org](mailto:l.morgan@westbury.raleightrust.org)

Only candidates requested for interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

## Person Specification

You should be able to demonstrate that you meet the following criteria	Measured by	
<b>Knowledge and Qualifications</b>	Required	Assessment
Graduate with Qualified Teacher Status.	Essential	A
Has undertaken sustained professional development.	Essential	A
Has SENDCo experience.	Desirable	A
Knowledge of assessment at each key stage and working to external accredited qualifications.	Desirable	A B C
Extensive knowledge and understanding of educating pupils with special educational needs.	Desirable	A
Has extensive knowledge and understanding of policies and legislation related to special educational needs.	Essential	A C
<b>Experience</b>		
Experience of working within special schools, in particular SEMH.	Desirable	A C
Experience of middle or senior management.	Essential	A D
An excellent teacher in at least one of the key stages.	Essential	A C D
Experience of timetabling and curriculum development.	Essential	A B C
Experience of assessment of at least one key stage.	Essential	A C
Experience of developing the social, emotional and physical wellbeing of pupils.	Essential	A B C
Experience of working with vulnerable pupils, families and external support services.	Essential	A C D
Has experience of OFSTED.	Essential	A C D
Has experience of working effectively with pupils with a wide ability range including gifted and talented and SEND children.	Essential	A B C D
Has experience of the British Values Agenda and Prevent Training.	Essential	A C

<b>Skills</b>	Required	Assessment
Excellent motivational and communication skills that inspires and empowers others.	Essential	A C D
Confidence and skills to lead a successful team.	Essential	A C D
An excellent teacher whose practice inspires and develops others.	Essential	A C D
Outstanding organisational skills.	Essential	A C D
Ability to plan and prioritise workload in order to meet deadlines.	Essential	A C D
<b>Personal Characteristics</b>		
Conviction that all pupils can succeed and a commitment to securing the highest achievement for all.	Essential	A B C D
A passion for working with pupils with special educational needs.	Essential	B C D
Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work.	Essential	B C
Be personally committed to the development and welfare of every member of staff.	Essential	C D
A commitment to the safety and safeguarding of students.	Essential	A C D
Show total commitment to the Academy's wider community.	Essential	A B C D

Assessment Criteria = A – Application, B – Assessment task, C – Interview, D – References

## Job Description

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Deputy Principal will carry out. The post holder may be required to do other duties appropriate to the level of the role.

### Purpose of the role:

The Deputy Principal will:

- Deputise and undertake overall responsibility for the academy in the absence of the Principal and on any other occasions, which are deemed necessary
- Support the Principal in ensuring the vision and values of the academy and trust are communicated and embedded in daily practice, in order create a culture that promotes excellence, equality, inclusion and high expectations of all pupils and staff
- Be an excellent classroom practitioner and advocate for all pupils with special education needs
- Support the Principal with the managing of staff and resources
- Have strategic responsibility for the quality of education (curriculum & assessment)
- Share with the Principal a responsibility for providing quality assurance for all aspects of academy activities/provision
- Lead by example and model best practice regarding professional conduct, workload and personal development
- Be a role model for all in our community
- Work collaboratively within the trust through partnerships
- Lead and contribute trust-wide collaborative networks

### Main duties and responsibilities

Leadership qualities and knowledge

- Embrace our Trust's vision for the academy with aspirations to be a Principal
- Establish a culture that promotes excellence, equality, high expectations and aspirations for all pupils.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Build positive relationships with all members of the academy community, showing positive attitudes to them
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally
- Support the Principal to communicate the academy's vision compellingly and drive strategic leadership
- Seek training and continuing professional development to meet own needs

### Quality of Education

- To empower, support and hold to account staff, in terms of curriculum intent and implementation at each key stage
- To support the develop of a curriculum that promotes outstanding literacy and numeracy skills while ensuring that the needs, interests and aspirations of individual pupils are addressed
- Ensure the academy operates an appropriate curriculum timetable
- To be responsible for assessment to ensure it is robust and improves teaching and learning
- To work with the Principal to ensure that outstanding teaching and learning is the primary objective for all teachers
- To support the Principal to monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those supported through enhanced resources, in order to set and meet ambitious targets for improvement.
- Build upon the effective partnership with parents to support and improve pupils' achievement.
- Ensure appropriate enrichment opportunities are provided and given a high priority.

### Pupils and staff

- To support pupils and their families by ensuring they have a voice and individual needs are considered and supported
- To lead/support excellent teaching in the academy, including through training and development for staff
- To promote a culture of 'open classrooms' as a basis for sharing best practice
- To support the development of others
- To have direct line management responsibility for identified staff; empowering, supporting and holding to account, in line with their role and responsibilities

### Systems and processes

- To support the Principal to develop and embed the academy's systems and processes, ensuring they are efficient and fit for purpose
- To oversee the curriculum timetable at each key stage
- To promote a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- To monitor and manage the performance of all staff, in line with academy policies and procedures
- To promote and lead the importance of collaboration and networking across the academy and the wider trust
- To support the Principal with the distribution of leadership/staff throughout the academy

The self-improving school system

- To support and promote the ethos of an outward-facing academy, which works with other schools/academies and organisations to secure excellent outcomes for all pupils
- Develop effective relationships with fellow professionals
- To inspire, empower and develop staff at all levels

### Other areas of responsibility

Westbury Academy is a special academy catering for pupils with needs identified in their individual Education Health Care Plan and will require the post holder to work effectively with a wide range of stakeholders to ensure pupil targets are achieved.

The Deputy Principal will be required to support the Principal to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

This role description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character of the post or the level of responsibility entailed. Variations are a common occurrence and do not in themselves constitute additional responsibilities.

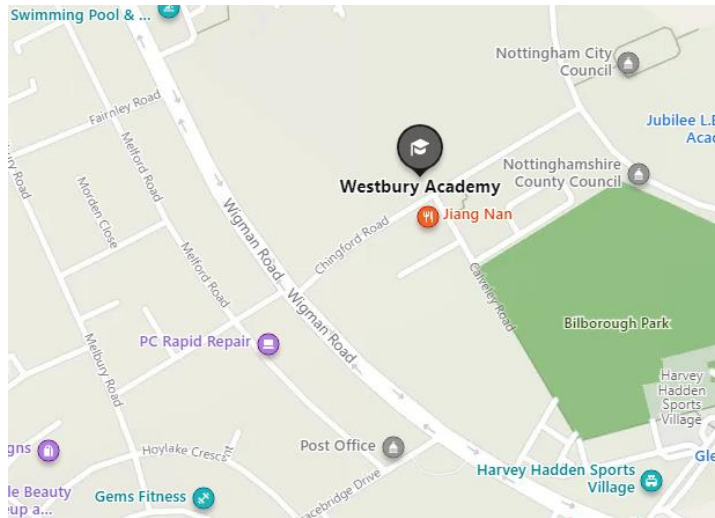
This role description will be used as a basis for appraisal. It will be reviewed annually or at any other time by agreement between the Deputy Principal and the Principal/Director of Education.

### Duty of Care

Within the Academy each member of staff has a duty of care to themselves and others. Circumstances are likely to arise where staff are required to physically intervene to ensure the safety of themselves or others. Staff should not intervene where they may put themselves at risk. Educational programmes requiring physical interventions are carefully designed by teachers in collaboration with appropriate professionals in keeping with academy and local education authority policy.



## Address and contact details



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Westbury Academy is a sponsored Academy within the Raleigh Education Trust.

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