



ASSISTANT PRINCIPAL (Behaviour and Standards)

Etonbury Academy

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Dear Colleague,

Welcome to BEST (Bedfordshire Schools Trust) and thank you for expressing an interest in joining Team Etonbury.

Etonbury Academy is fully staffed and always recruits very strongly. The school's excellent reputation as a wonderful place to work attracts exceptional applicants from across the region and further afield.

This pack has been collated to provide you with all the information you need to enable you to apply for this role. However, if you would like any further information, or would like to make a visit to Etonbury, please do not hesitate to Doreen Facey-Rose, Principal's PA.

Come and be part of our exciting journey.

Yours sincerely

Ian Evason
Principal

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TEAM Etonbury – Together Everyone Achieves More

BEST VISION, VALUES & BELIEFS

BEST Vision Statement

To grow the BEST in everyone

We believe in the importance of high expectations, hard work and the development of a community of schools where each of us strive to 'be the best that we can be'.

BEST Values

We will:

Always put Children first

Our reference point question is 'how will this improve outcomes for children and enable them to go on and succeed in life?'

Collaborate to support and compete to challenge

Our schools work together to add value and compete to continually improve

Provide community based provision

Our schools form a coherent learning community at the heart of the Bedfordshire community

BEST Beliefs

We will:

Deliver BEST outcomes

Outcomes will be in the top 20% nationally

Provide BEST opportunities

An extensive range of opportunities beyond the classroom will be provided to develop the whole person

Nurture talent

Our responsibility is to invest in our people and bring out the BEST in everyone

Operate a high autonomy, high accountability culture

Professionals will lead our system and take responsibility to continually raise standards

Lead through service

Leaders and followers will work together with mutual respect and shared responsibility

ABOUT ETONBURY ACADEMY

Working at Etonbury is an unprecedented opportunity to be involved in a genuinely exciting and innovative growth programme and have real influence and input into shaping the future development and success of this creative and rural community school.

Etonbury Academy has expanded and developed rapidly from a small middle school into an extended secondary school. A major site redevelopment opened in September 2016 providing stunning new teaching and sports/leisure facilities in a beautiful rural setting. The school currently has over 1000 students on roll, and will be reaching to approx. 1200 students by 2020. The first cohort to sit GCSE's will do so in summer 2019.

Behaviour and Ethos were recently named Areas of National Excellence in a Challenge Partners Review. Parent and Carer's surveys show extremely high levels of satisfaction with the school, and the Academy is heavily oversubscribed. KS2 results are well above national averages and above national averages for Outstanding schools. Etonbury Academy is driving forward with energy and vigour to meet the growth and development challenges identified in our recent inspection. Victoria Pendleton CBE is our honorary patron.

Membership of the Trust means that opportunities available to staff are varied and wide-ranging. The Trust includes a Teaching School offering training and development opportunities for all staff. The growth and development of Etonbury ensures that there are also many opportunities for staff to rapidly progress their careers if they so wish.

JOB DESCRIPTION

BEST Assistant Principal – Behaviour and Standards

BASED AT: Etonbury Academy

SALARY/GRADE RANGE: L10-14

RESPONSIBLE TO: Principal

ABOUT BEST:

Bedfordshire Schools Trust (BEST) comprises eight flourishing academies and two nurseries delivering first choice education, from Early Years to Advanced Level study. Our vision is 'to grow the BEST in everyone.' We believe in the importance of high expectations, hard work and the development of a community of schools where each of us strive to 'be the best that we can be.' Our schools work together to add value and compete to continually improve.

PURPOSE OF ROLE:

To assist the Principal in leading and managing the academy by:

- Contributing to the vision and strategic direction of the academy to ensure academy improvement
- Contributing to formulating and reviewing the Academy Improvement Plan and the aims and objectives of the academy by:-
 - Developing and reviewing the policies through which they will be achieved;
 - Leading and managing staff resources;
 - Monitoring and evaluating progress towards staff and pupil achievement.
- Assisting in the day-to-day running of the academy;
- Maintaining a high profile around the academy
- Being a role model for good classroom practice
- Leading on delegated areas of responsibility
- Contributing to the safeguarding and promotion of the welfare and personal well-being and care of students with regard to safeguarding procedures.

DUTIES AND RESPONSIBILITIES

Key Accountabilities Strategic Direction and Development

- Contribute to a clear vision for an effective academy.
- Contribute to the formulation, monitoring, evaluation and implementation of the Academy Improvement Plan.
- Contribute to curriculum design and development ensuring that it meets the needs of our students, enables continuity of learning and effective progression of achievement, including all related policies.
- Initiate and manage change and improvement to develop the academy and staff.
- Advise and assist the Governing Board as required in the exercise of its functions, including attendance at meetings and preparation of reports.

Leadership and Management

- Ensuring all students, including SEND, make at least good progress and the proportion that exceeds this is above the national average.
- Ensure that all whole academy targets are met.
- Line management of specified senior/middle leaders, offering support and challenge.
- Inspire, challenge, motivate and empower others to attain challenging outcomes.
- Establish clear expectations and constructive working relationships among staff.
- Initiate and manage change and improvement to develop the academy and its staff, ensuring positive staff participation and effective communication and procedures.
- Maintain high expectations of all staff and prepared to challenge poor performance.
- Act as line manager and mentor to designated subject areas and Heads of Year, supporting as appropriate and aiding the development of key documentation and implementation of policy.
- Demonstrate high professional standards.
- Support and assist the Principal in planning, managing and monitoring the use of finances and resources effectively to achieve the aims of the academy.
- Develop and promote effective partnerships with parents, carers, staff and students so they are highly positive about the academy in terms of achievement, teaching and learning, behaviour and standards.

Specific responsibilities and duties:

- Leading the work of the school to improve student behaviour, including attitudes to learning, attendance and punctuality and uniform.
- Developing and embedding new practice e.g. new policy with everyone responsible.
- Being the school's Lead Behaviour Professional.
- Leading and managing a team of Heads of Year (Yrs 7-11) and related staff to ensure regular tracking of overall pupil progress, high standards of behaviour and positive attitudes to learning.
- Ensuring that Heads of Year, Subject Leads and individual staff are clear about their accountabilities for the student behaviour and welfare.
- Disseminating leading practice relating to the management of behaviour for learning into the school within an agreed framework.
- Taking responsibility for the impact of school policies on behaviour and attitudes to learning.
- Monitoring and evaluating progress in improvements in overall behaviour for learning and attendance with all key stakeholders.
- Advising the Senior Leadership Team on all matters associated with behaviour, attendance and attitudes to learning including reporting on individual students, year groups and raise on line groups.
- Working closely with the Senior Teacher (Assessment and Data) and the Vice Principal to ensure that Heads of Year use data effectively to maximize achievement and wellbeing.
- Working closely with the Assistant Principal (Inclusion), to ensure any student in need of additional support is referred appropriately.
- Developing the behaviour for learning policy and its implementation including the continued development of appropriate rewards and consequences.
- Leading the development of the Tutor and assembly programme through year teams.
- Liaising with parents and external agencies on the wellbeing and achievement of learners.
- Supporting and leading where relevant with transfer and transition arrangements at all key stages.
- Leading on ensuring a safe and supportive learning environment is provided for all learners before, during and after the timetabled day including lunchtimes.
- Working with the Systems leader to ensure the effective supervision of students during break, lunchtime and before and after school. This will include monitoring through Heads of Year the work of duty teams and lunchtime supervisors.
- Supporting the smooth operation (in liaison with the Systems leader) of all relevant school events by ensuring procedures and processes are followed.
- Working with the Systems Leader and Senior Teacher (Assessment and data) to ensure that parents' evenings are of a high quality.

- Writing and keeping up to date pastoral sections of the data file to provide guidance for Form Tutors and Heads of Year.
- Leading the development of a rewards system.
- Providing regular progress updates to SLT about the successes, issues and concerns of all year teams.
- Liaising with parents, outside agencies and other education providers as appropriate including providing representation at Fair Access Protocol (FAP) meetings.
- Supporting and assisting subject leaders to ensure they understand, and are actively implementing the key aspects of the school's Behaviour policy.
- Leading agreed aspects of CPD.
- Compiling the annual overall SEF for Behaviour, Personal Development and Wellbeing and the School Improvement Plan based on the contributions of each year group and whole school aspirations.
- Leading and developing relevant aspects of student and parental involvement in learning.
- Leading on Attendance.

Specific and General Duties:

- Teach as directed by the Principal
- Lead a duty team and a lunch duty team
- Line manage specific areas/subject areas as directed by the principal, including:
 - Heads of Learning Year 7&8
 - Heads of Learning Year 9
 - Heads of Learning Year 10
 - Heads of Learning Year 11
- Monitor the work of the school via observations, learning walks and work samples.
- Contribute positively to SLT, and Governors' meetings; to lead specific items and presentations.
- Attend and contribute to parents' evenings, school events, productions and performances.
- Promote equal opportunities, high achievement and the academies mission statement in all areas of the school.
- Improve and develop teaching and learning in all its aspects through the use of observation, feedback and advice.

Other

- Undertake other various responsibilities as directed by the Principal.
- The postholder must be flexible to ensure that the operational needs of the academy are met.
- Responsibilities will be rotated periodically to provide professional development and to enable preparation for promotion. This job description will be reviewed annually.

Note

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

PERSON SPECIFICATION

Assistant Principal – Behaviour and Standards

	Essential (E) Desirable (D)
Education/Qualifications <ul style="list-style-type: none"> • Qualified Teacher Status • Degree • Professional Development in preparation for Assistant Principal 	 E E E
Leadership and management experience: <ul style="list-style-type: none"> • Experience as Assistant principal or equivalent. • Successfully led, planned, managed and evaluated change which has had a significant impact at whole school level. • Demonstrated the ability to work strategically and successfully at a senior leadership level. • Working successfully with other education partners and providers. 	 D E E D
Teaching Experience <ul style="list-style-type: none"> • Demonstrated outstanding, sustained, and successful experience as a teacher in a secondary context. • Substantial experience of teaching pupils at Key Stage 3 & 4. • Experience of teaching in more than one school. 	 E E D
Shaping the Future <ul style="list-style-type: none"> • Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision. • Promote high expectations for attainment and progress. • Establish short, medium and long term plans to raise achievement across the school. • Monitor the progress made in achieving subject/area plans and targets, and evaluate the effect on teaching and learning. • Work with outside agencies and stakeholders to inform future action. 	 E E E E E
Leading Teaching and Learning <ul style="list-style-type: none"> • Experience of implementing strategies for improving the quality of teaching and learning, including promoting excellence and challenging poor performance. • Experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being. 	 E E
Developing Self and Working with Others <ul style="list-style-type: none"> • Understands the significance of interpersonal relationships and strategies for promoting individual and team development. • Knows how to promote an open, fair and equitable culture. • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. 	 E E E

<p>Managing the organisation</p> <ul style="list-style-type: none"> • Successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation. • Understands how to establish and sustain effective organisational structures, systems, policy and practice. • Knowledge of and commitment to the implementation of the safeguarding agenda. 	<p>E</p> <p>E</p> <p>E</p>
<p>Securing Accountability</p> <ul style="list-style-type: none"> • Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these. • Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance. • Significant experience of holding individuals, teams and whole school to account for pupil learning outcomes. 	<p>E</p> <p>E</p> <p>D</p>
<p>Strengthening Community</p> <ul style="list-style-type: none"> • Understands the importance of listening to, reflecting and acting on community feedback. • Experience of strategies that encourage parents and carers to support their children's learning. • Experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of pupils. 	<p>E</p> <p>E</p> <p>E</p>
<p>Personal Attributes</p> <ul style="list-style-type: none"> • Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales. • Inspire, challenge, motivate and empower teams and individuals to achieve high goals. • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people. • Demonstrate personal and professional integrity, including modelling values and vision. • Think analytically and creatively and demonstrate initiative in solving problems. • Be aware of their own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others. • Demonstrate resilience and optimism. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p>Other</p> <ul style="list-style-type: none"> • Strong recommendation from all referees, including current employer. • Satisfactory health and attendance record. 	<p>E</p> <p>E</p>

HOW TO APPLY

We actively encourage all applicants to apply online, please visit the Trust website www.bestacademies.org.uk/join-us and follow the online instructions, or go to www.etonbury.org.uk

If you prefer to complete a hard copy of the application form please contact vlockey@bestacademies.org.uk or 01462 730391 and submit your application by email or post.

Closing date: Wednesday 15th May
Interview date: Thursday 23rd May

Please remember to include contact details for three referees and complete the equal opportunities monitoring form.

Please note that this appointment is subject to DBS clearance.
We look forward to receiving your application.

BEST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is, therefore, subject to satisfactory references, checks including an Enhanced Disclosure and Barring certificate.

HR Team
Bedfordshire Schools Trust
BEST House
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Clifton
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USEFUL LINKS

www.bestacademies.org.uk

www.gravenhurstlower.org.uk

www.gothicmede.org.uk

www.etonbury.org.uk

www.langfordvillageacademy.org.uk

www.lawnsidelowerschool.co.uk

www.pixbrookacademy.co.uk

www.robertbloomfield.beds.sch.uk

www.samuelwhitbread.org.uk

www.stchristophersacademy.org

www.bedsscitt.org.uk

www.bestnurseries.co.uk

www.bestteachingschool.org.uk