



University of Brighton

Academies Trust

CANDIDATE PACK

WELCOME

Thank you for your interest in the role of Vice Principal.

We are seeking a dynamic, ambitious and effective leader to deputise for the Lead Principal as and when required and to contribute to the implementation of the academy vision and the strategic plan to ensure we continue to improve across all areas of the academy.

This is an opportunity to bring your knowledge, insights and capabilities to work closely with our School Improvement Team to support aspects of the Trust-wide strategic plan.

We work collaboratively to help our students and everyone connected to our academies achieve excellence. By working together and sharing ideas, insights and best practice, our academies support each other to improve.

It is important to us that our academies have a positive impact on their communities and that students understand the role they can play in the wider world. We work to ensure that parents and carers are actively engaged in their child's learning.

We value our staff, investing in their training and development at all stages of their careers.

We hope you find this candidate pack interesting and informative and decide to apply. Thank you.



Dr John Smith
Chief Executive

University of Brighton Academies Trust

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THE ROLE

HOW TO APPLY

Thank you for your interest in this role. Before you apply, we encourage you to contact Marcus Still, Lead Principal for an informal discussion about the role by emailing Simon Addison, Principal designate via s.addison@brightonacadmeitrust.org.uk or John Smith, Head of School Improvement via j.smith@brightonacademiestrust.org.uk.

Please submit your completed application form via our online system careers.brightonacademiestrust.org.uk

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment. All appointments are subject to an enhanced DBS check.

Location: Based at one of our three Secondary Academy

Reporting to: Principal

Closing date for applications: Friday 10 June 2022

Selection and interview date: Wednesday 15 June 2022

Start date: September 2022 or January 2023

Salary: Teachers' Leadership Scale L19-26 (£65,735 - £79,195)

JOB DESCRIPTION

Job Title: Vice Principal

Employer: University of Brighton Academies Trust

Location: Based at one of our three Secondary Academy

Salary: Teachers' Leadership Scale L19-26 (£65,735 - £79,195)

Responsible To: Principal

MAN PURPOSE OF THE ROLE

To deputise for the Lead Principal as and when required, as a member of the leadership team, contribute to the implementation of the academy vision and the strategic plan to ensure continuous improvement across all areas of the academy, to contribute to the leadership and development across all aspects of the academy, to monitor, support, challenge and hold to account staff in their day-to-day working and forward planning, to work closely with the School Improvement Team to, when required, support aspects of the Trust-wide strategic plan.

MAIN AREAS OF RESPONSIBILITY

- 1.0 To work effectively as a member of the Senior Leadership and Federated Leadership team to ensure aspirational aims and objectives are realised through the excellent leadership and management of the academy(s) and where appropriate trust-wide strategies. In particular to support staff in achieving the highest standards of teaching, attainment, progress, attendance and behaviour among the students.
- 2.0 Establish systems for quality assurance to inform the academy evaluation and planning cycle.
- 3.0 To support, review and improve the overall culture and ethos of the academy.
- 4.0 Leadership of strategic areas of the academy as defined by the principal and strategic plans
Line management of key departments and responsibility for their outcomes.
- 5.0 Taking an active role in the recruitment of new staff.
- 6.0 Be a visible, proactive presence around the academy, promoting positive behaviour and ensuring the smooth day to day running of the academy
- 7.0 Leadership of aspects of staff training as appropriate to the Vice Principal portfolio
- 8.0 To be responsible for the writing and delivery of the relevant sections of the Academy Raising Achievement Plan and the school's Self Evaluation Form (SEF)
- 9.0 Regularly hold Middle Leaders to account, through line management, for progress and achievement of all students and the quality of teaching and behaviour within their department
- 10.0 The supply and analysis of self-evaluation data including the requirements of the annual self-review process for areas of responsibility related to role
- 11.0 Quality assurance of all work undertaken in the areas of responsibility related to your role
- 12.0 Ensure that all work undertaken in the areas of responsibility related to your role complies with Academy processes, procedures and policies
- 13.0 Support the work and development of the areas of responsibility related to your role

- 14.0 Ensure that your areas of responsibility prepare all relevant information for Ofsted
- 15.0 Oversee relevant sections of the academy raising achievement plan for the areas of responsibility relating to your role
- 16.0 Provide support and development for Assistant Principals, as agreed with the Principal
- 17.0 Instilling an ethos of high expectations for behaviour, attendance and achievement in all students by expertly managing student behaviour and expectations and modelling for other staff what is expected
- 18.0 Implementation of the academy raising achievement plan. All Senior Leaders at each academy should demonstrate a passion for education. They should be professionals who read widely and think deeply about education and related issues, who are interested in research, and who take a proactive approach to their own professional development. All members of the SLT should understand and demonstrate through their own practice that we are all learners and, as such, should continually reflect on and improve on current practice.
- 19.0 Keep up to date with research and developments of pedagogy including new technologies for learning.
- 20.0 Be consistent in the delivery of all the academy's policies and practice
- 21.0 Maintain confidentiality inside and outside of the academy

GENERAL

- 22.0 Undertake such other duties as reasonably correspond to the general character of the post and commensurate with the post of Vice Principal

PERSONAL SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest. Most of the criteria must normally be met to qualify for selection.

ESSENTIAL CRITERIA

Professional and/or Technical Qualifications

- Qualified Teacher Status
- Evidence of relevant and substantial CPD

Experience

- Experience of impact of leadership.
- Experience as a curriculum and or pastoral leader, including expertise at planning for success at GCSE and other outcome-focused school strategies.
- Having significantly contributed to the work of an SLT which has resulted in the success of the wider school.
- Being responsible and accountable for the work of a sizeable team, whose impact has in turn had a positive effect on a school.
- Delivering staff training and undertaking professional development of other teachers.
- Co-ordination of whole staff training programmes that have led to significant and sustained improvements in particularly the quality of teaching for all pupils (including disadvantaged pupils and pupils with SEND), and/or developing a positive behavior for learning culture across a school or other whole school priorities.

Teacher development

(all SLT members are expected to be able to model great teaching and to develop others)

- Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
- Conducting lesson observations as a tool for improvement.
- Designing and delivering outstanding staff training.

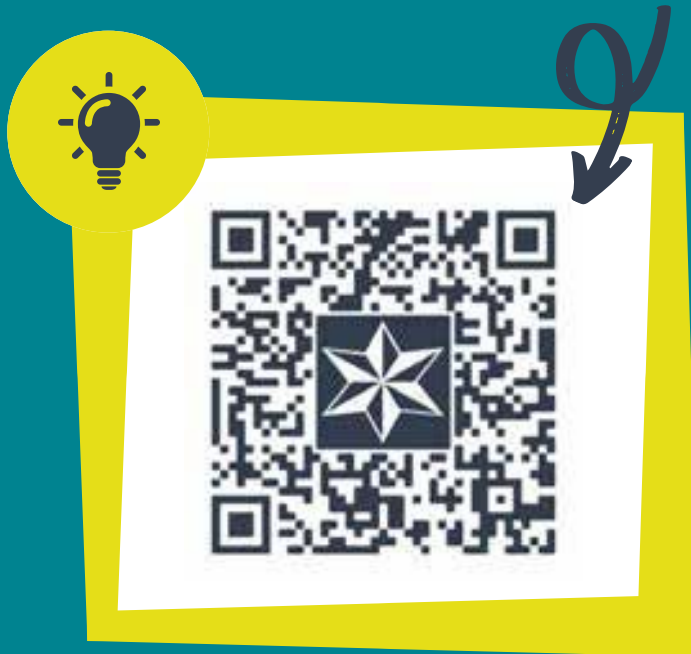
ESSENTIAL CRITERIA CONTINUED

Leadership and Management

The ability to demonstrate:

- An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
- Versatility and flexibility in terms of one's own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
- Strong interpersonal, written and oral communication skills.
- Strong organizational skills:
 - The ability to delegate
 - The use of effective time management
 - The ability to prioritise
- Resilience and motivation to lead the academy through day to day challenges whilst maintaining a clear strategic vision, staying positive and focusing on key priorities.
- Genuine passion and belief in the potential of every student.
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role.
- An educational vision aligned with the academies' high aspirations and high expectations of themselves and others.
- A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a challenging school and commitment to relentlessly instilling these strategies.
- An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the academy in the community.
- Confident and effective presentational skills during public speaking.
- Deliver excellent assemblies and open evenings.
- Skillful management and maintenance of working relationships with parents and other stakeholders.
- Ability to lead, coach and motivate staff within a performance management framework, including a professional development and effective management of underperformance.

SCAN ME
to apply online



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ABOUT US

ABOUT

University of Brighton Academies Trust

We are a family of 15 infant, primary and secondary schools in Sussex, all graded as Good or Outstanding by Ofsted. We support each other, sharing insights and best practice so that we never stop improving. Our mission is to inspire our children and staff to flourish and achieve their best.

We have established strong links with our sponsor the University of Brighton: a trusted education provider. We work closely with the University's School of Education which Ofsted has judged as Outstanding for its teacher training programmes.

By working together, we create a vibrant inclusive community, transforming lives and broadening horizons through excellent teaching and learning.

OUR VISION AND VALUES

We are currently reviewing the Trust's vision, mission and values to reflect recent developments and progress in the Trust. These will be shared by all academies in the Trust. The latest iteration is set out here:

Our purpose

Achieving Excellence Together

Our vision

To create a vibrant inclusive community, transforming lives and broadening horizons through excellent teaching and learning.

Our mission

Inspiring our children and staff to flourish and achieve their best.

Our values

- Achieving Ambitions
- Working Together
- Delivering Excellence
- Nurturing Potential





OUR STRATEGIC PLAN

The Board of Trustees has approved a Strategic Plan for the University of Brighton Academies Trust for the period 2018-2023. The Strategic Plan is intended to support the achievement of an agreed set of overarching objectives for the five year period by translating the vision into strategy and then into action. The purpose of the Plan is to ensure all students receive a high-quality curriculum, through effective teaching, and that these lead to the best possible outcomes for all students across the Trust. It is comprised of five priorities – School improvement, Strategic development, Staffing, Resources and Governance and accountability.

The Strategic Plan is complemented by a Medium-Term Financial Plan and Recruitment and Retention Strategy covering the same five year period, as well as annual improvement plans in each academy and central department.

Our school improvement priorities for the current year are provided in section 4.

Other key priorities for the current year include:

- To review the Trust's mission, vision and values to reflect recent developments and progress in the Trust, engaging with stakeholders to implement shared values across the Trust.

- To identify and pursue opportunities for the further development of the Trust, where this improves educational opportunities for children and young people.

- To develop strong staff and student recruitment plans which maximise the opportunities provided by digital platforms; and to develop a strategy for managing the impact of student recruitment changes.

- To develop a strategic approach to staffing and workforce planning so that appropriate staff structures and line management arrangements are in place to support each academy's curriculum and future priorities.

- To continue to develop and implement initiatives in support of staff health, wellbeing and workload.

- To develop a Trust approach to Professional Development, informed by the Trust's mission, vision and values and its Professional Review Scheme, including strategic leadership development, career progression (including apprenticeship pathways), induction and role-specific training requirements.

- To develop and implement an Employee Engagement Plan, and to continue to develop and implement the Trust's approach to internal communications, to allow for more two-way engagement.

- To review the Trust's approach to budget setting, underpinned by Integrated Curriculum and Financial Planning and the Trust's strategic priorities.

- To undertake a review of administrative functions in academies to improve efficiency and effectiveness.

- To engage with the Trust's Members to ensure that effective governance is upheld in the Trust

- To establish an effective and reliable management information function, including the development of data dashboards at strategic and executive level, to underpin the Trust's monitoring and evaluation systems.

- To develop and implement a Community and Parental Engagement Plan in each academy.

- To review the Trust's Equality Objectives and Equality, Diversity and Inclusion Policy, including processes to support statutory equality monitoring.

OUR GOVERNANCE

We are a multi-academy trust and a not-for-profit charitable company limited by guarantee. The Trust is governed by a single set of Members and Trustees who are accountable to the Department for Education for the educational and financial performance of the academies in the Trust.

Our Members

Members hold the Board of Trustees to account for the effective governance of the Trust – they are the guardians of the governance of the Trust. Members assess if the Board of Trustees is performing well; they ensure that the purpose of the Trust is being met and its charitable objects are being fulfilled – they consider whether the students are receiving a good quality of education and whether the Trust is spending public money wisely.

Our Board of Trustees

We have a strong Board, with a healthy balance of corporate and educational professionals, who are each able to bring different perspectives and ideas to the table. The Board of Trustees sets the overall strategic direction of the Trust, including overarching responsibility for the three core functions common to school governing bodies:

- the Trust's vision
- Educational standards
- Financial performance

The Trustees are the statutory governors of the academies in the Trust. They are also responsible for ensuring the Trust complies with charity and company law.

They are supported in their work by the Trust's Executive Team and a series of specialist committees and local boards.

Our Local Boards

Each academy has a Local Board. They are responsible for ensuring that our academies maintain strong community links and effective communication with all stakeholders, including parents and carers. They are also responsible for monitoring pupil wellbeing, admissions, complaints and concerns. Local Boards know their academies well, ensuring that key local and community issues are brought to the attention of the Trustees.

Our Executive Leaders

Our Executive Team leads all aspects of the Trust, and is based at the University of Brighton. It oversees all education provision in the Trust, as well as the Trust's professional services departments (see section 6). Academies are led by a Principal supported by a senior leadership team.

All academy Principals, Heads of Professional Service and the Trust's Executive Team form a Senior Management Team. Members work collaboratively, taking joint responsibility for the outcomes of our students and for the efficient and effective management of the Trust's resources.



ABOUT OUR SPONSOR

University of Brighton

The University of Brighton has been part of the city of Brighton & Hove since 1859, starting as a school of art in the kitchens of the Royal Pavilion and growing to become the diverse and inclusive institution it is today.

The university has some 18,000 students and 2,400 staff studying and working at their four campuses in Brighton and Eastbourne. Subjects taught range from medicine to engineering, psychology to illustration, sport science to English literature.

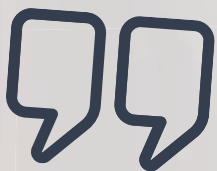
Students are at the heart of all that they do and take an active role in their learning experience. They leave us ready to make a difference to the world.



University of Brighton

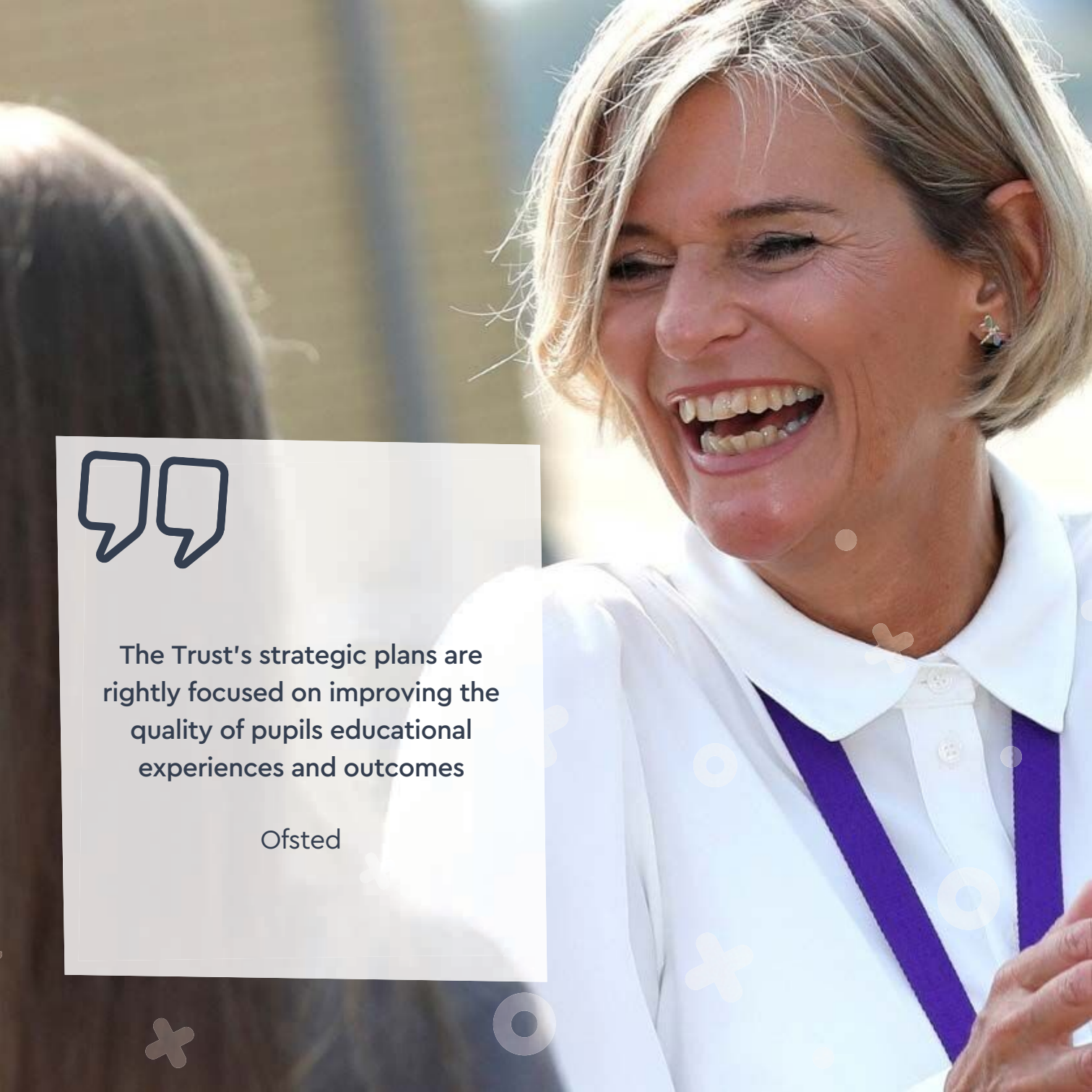
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OUR TRUST IN NUMBERS



The Trust's strategic plans are rightly focused on improving the quality of pupils educational experiences and outcomes

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OUR TRUST IN NUMBERS

Established
2010

10

Primary
Academies

We look after
8,000
children
aged 3 months to 16 years

We employ over
1,200
Staff Members

6

Nurseries

2

Infant
Academies

3

Secondary
Academies

6

Special Educational
Needs facilities

All our Academies
Rated
Good or Outstanding



Pupil attainment (percentages) in our infant academies

Early years Attainment 2019	Good Level of Development	Phonics Screening Check Year 1	Phonics Screening Check Year 1
Dudley Infant Academy	80	88	83
Pound Hill Infant Academy	76	93	67

Pupil attainment (percentages) in our primary academies

Key Stage 2 Attainment 2019	Reading, Writing and Maths Combined		Reading Score (Scaled score, 80-120)	Maths Score (Scaled score, 80-120)
	Expected Standards	Greater Depth		
Blackthorns Community Primary Academy	70	18	108	105
Churchwood Primary Academy	45	3	101	102
Desmond Anderson Primary Academy	60	11	102	103
Hollington Primary Academy	60	0	103	100
Holmbush Primary Academy	63	7	105	104

Pupil attainment (percentages) in our primary academies (continued)

Key Stage 2 Attainment 2019	Reading, Writing and Maths Combined		Reading Score (Scaled score, 80-120)	Maths Score (Scaled score, 80-120)
	Expected Standards	Greater Depth		
Lindfield Primary Academy	87	21	108	110
Robsack Wood Primary Academy	74	9	105	105
Silverdale Primary Academy	63	3	103	105
The Baird Primary Academy	50	5	101	102
West St Leonards Primary Academy	66	14	105	105

Pupil attainment (percentages) in our secondary academies

Key Stage 4 Attainment 2019	GCSE grade 5+ in English and Maths	Attainment 8
The Burgess Hill Academy	42	43
The Hastings Academy	29	38.2
The St Leonards Academy	26	27.7





OUR SCHOOL IMPROVEMENT APPROACH



School improvement is at the heart of the work of the Trust

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OUR SCHOOL IMPROVEMENT APPROACH

Our aim is for every academy within the Trust to be outstanding and achieve the best possible outcomes for pupils.

All of our academies receive at least three Challenge Partner visits annually. Challenge Partners are experienced senior professionals with a proven track record of school improvement. Visits provide both challenge and support to enable rapid improvement and are conducted jointly with senior leaders.

Additionally, our academies share best practice regularly via the school improvement team's work and academy leaders are part of school improvement led peer reviews of the education provision across schools.

School Improvement is also an integral part of Senior Management Team Meetings, where Principals have the opportunity to share practice, reflect on the latest educational developments and make strategic decisions about policy and practice.

The key features of the Trust's school improvement framework are based on the Trust's overall vision and the aim to achieve excellence as standard in everything we do:

- Leading the Trust strategically.
- Improving the workforce.
- Developing and utilising the best leaders.
- Monitoring and review.
- Additional support to vulnerable academies.
- Links with the School of Education, University of Brighton
- Improved initial teacher education opportunities.
- Continuing professional development opportunities.
- Research opportunities.

School improvement priorities across the Trust for the current academic year are:

- To ensure all academies have a well-established and ambitious knowledge-based curriculum in place.
- To ensure the curriculum is delivered effectively.
- To ensure all students know and remember the taught curriculum.
- To develop professional development opportunities for academy leaders.
- To further improve students' reading provision across all trust academies.
- To evaluate and develop the monitoring procedures of the school improvement team.
- To strengthen the school improvement team's capacity.
- To develop the monitoring of attendance practices across the trust with a specific focus on SEN, PP, Off Rolling, Exclusion gamification and Alternative Provision.
- To ensure all academies have access to training and resources to support the mental health and wellbeing of our students.
- To develop the monitoring of safeguarding practice further across the Trust.

OS

OUR ACADEMIES



- Infant Academies
- Primary Academies
- Secondary Academies

OUR ACADEMIES

We are proud to be a regionally focused multi-academy Trust, serving Sussex and the surrounding areas. East and West Sussex are diverse counties, including scenic coastlines, cool seaside resorts, the rolling South Downs National Park, the beautiful Weald, and charming historic towns and villages.

Infant Academies

Dudley Infant Academy

Ofsted grade: Good (2019)
Hastings | East Sussex

174
Students

Pound Hill Infant Academy

Ofsted grade: Outstanding (2014)
Crawley | West Sussex

263
Students

Primary Academies

Blackthorns Community Primary Academy

Ofsted grade: Outstanding (2018)
Lindfield | West Sussex

209
Students

Churchwood Primary Academy

Ofsted grade: Good (2017)
St Leonards on Sea | East Sussex

237
Students

Desmond Anderson Primary Academy

Ofsted grade: Good (2019)
Crawley | West Sussex

422
Students

Hollington Primary Academy

Ofsted grade: Good (2017)
St Leonards on Sea | East Sussex

381
Students

Holmbush Primary Academy

Ofsted grade: Good (2018)
Shoreham by Sea | West Sussex

210
Students

Lindfield Primary Academy

Ofsted grade: Outstanding (2021)
Lindfield | West Sussex

656
Students




Robsack Wood Primary Academy

Ofsted grade: Outstanding (2010)

St Leonards on Sea | East Sussex

476

Students



Silverdale Primary Academy

Ofsted grade: Good (2018)

St Leonards on Sea | East Sussex

626

Students



The Baird Primary Academy

Ofsted grade: Good (2019)

Hastings | East Sussex

383

Students



West St Leonards Primary Academy

Ofsted grade: Good (2021)

St Leonards on Sea | East Sussex

393

Students

Secondary Academies




The Burgess Hill Academy

Ofsted grade: Good (2019)

Burgess Hill | West Sussex

1050

Students



The Hastings Academy

Ofsted grade: Good (2018)

Hastings | East Sussex

871

Students



The St Leonards Academy

Ofsted grade: Good (2017)

St Leonards on Sea | East Sussex

1467

Students



Trustees and the executive team are determined to improve pupils' life chances through providing high-quality education for all of the pupils in their schools

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SUPPORTING OUR ACADEMIES

OUR PROFESSIONAL SERVICES

Estates and Facilities Management

- Advice, support and project management of changes in land and building use, including liaison with local authorities and ESFA/DFE as required.
- Individual support to academies to maximise the use of assets and increase income.
- Health and safety management.
- Advice on reactive maintenance, emergency repairs, minor works plus planned improvements.
- Contract management

Finance

- Create the foundational inputs into the Trust's financial software programme, ensuring accurate and complete data.
- Support with ongoing financial viability checks.
- Produce internal financial reports for stakeholders.
- Preparation of the Trust's Annual Financial Statements and manage the external audit process.
- Ensure the finance function has a robust set of controls and undertakes a comprehensive internal audit programme.
- Annual budget setting and monitoring review processes.
- Analysing financial and other information to support decision making.
- Day to day training and support to all academy finance staff.
- Ensure the Trust is obtaining value for money through having efficient and effective procurement controls.

Governance and Admissions

- Provide support and clerking to the Board of Trustees and for each academy Local Board including recruitment and induction.
- Advice and guidance on managing formal processes such as complaints and exclusions
- Ensure the Trust complies with the latest governance arrangements including the development and management of suitable policies and procedures.
- Operational management of data protection compliance
- Oversight of student admissions, advice on admissions policy and procedure and management of appeals.

ICT

- Providing Trust-wide day-to-day technical support for our staff, and students.
- Run training sessions to provide staff with additional tools to teach and uplift office role skills.
- Help keep staff and students safe from cyber threats both in and out of the classroom.
- Classroom/office investment programme to ensure that teaching and office devices are refreshed appropriately
- Maintain large systems such as Microsoft 365 and other wide cloud services.
- Disaster management systems including – management of online backup systems and information risk systems
- Strategic ICT infrastructure investment programme including Phone systems and teams voice.
- Centralised contract management for all key IT services such as broadband and software.
- Centralised analysis of submitted data, which allows targeted support.
- Automation of processes both in Academies and for Professional service departments.

Marketing and Communications

- Provide media guidance and support, including crisis management and media relations.
- Assistance with planned and reactionary press releases and announcements.
- Support to showcase academy 'good news' to external audiences and stakeholders.
- Brand and Visual Identity Management
- Campaign Management
- Trust-wide internal Communications
- Marketing Management
- Develop and lead media strategy, analysis, procurement, and production
- Web and Social Media Management
- Support to develop and reinforce the identity of academies.

People

- Workforce Planning and Structuring.
- Manage formal and informal employee relations casework.
- Support positive and productive Union relations.
- Effective performance management.
- Organisation development.
- Promote equality, diversity and inclusion.
- Support health and wellbeing..

School Improvement

- Identifying common priorities and coordinating Trust level actions
- Facilitating the sharing of good practice and staff expertise across the Trust
- Proposing career progression opportunities, including the development of Specialist Leaders of Education and Expert Practitioners
- Developing and monitoring the Trust's annual strategic improvement plan.



07

OUR STAFF BENEFITS



OUR STAFF BENEFITS

We offer a wide range of exciting and useful employee benefits to all our employees, including: flexible working to maintain a healthy work-life balance, competitive annual leave entitlement, maternity and paternity leave, and discounts and offers with popular retailers.

We believe in the power of motivated and happy teachers and staff, which is why we seek to enrich and reward our employees wherever we can.

Our list of benefits cover:



Please visit our work for us section to find out more about our wide range of employee benefits www.brightonacademiestrust.org.uk/careers-and-training/work-with-us

SCAN ME
for more information



This publication is available in alternative formats on request. Content correct at time of publishing in September 2021. University of Brighton Academies Trust is a charitable company limited by guarantee, registered in England and Wales with company number 7185046.