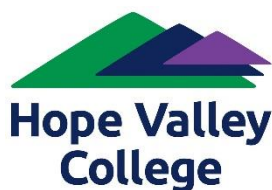


Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Job Advert



Chorus Education Trust

Hope Valley College is a comprehensive secondary at the heart of the local community. It is a small, friendly and supportive school and sits within the village of Hope in the Derbyshire Peak District. It joined Chorus in September 2019, when it also welcomed a new Principal. In 2019 the students achieved the third best GCSE results in Derbyshire out of all non-selective schools.

Hope Valley College is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

You can view the school website at: www.hopevalley-chorustrust.org

Deputy Principal

Salary: L16 to L20 (£59,528 - £65,561)

Permanent

To start: January 2021

About this vacancy

- Can you help ensure that Hope Valley College continues to improve rapidly?
- Are you committed to providing an inclusive, top quality education that inspires students of all backgrounds and abilities?
- Are you a team player who thrives on challenge?
- Do you want to contribute to the strategic direction of not just a school, but also a Trust and a Teaching School?

Benefits include:

- CPD support from one of the largest Teaching Schools, the **Sheffield Teaching School Alliance**, throughout your career.
- Opportunities to develop skills and experience as part of a growing, local Trust.

There will be no need to go elsewhere – your career will flourish with us.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Carly Braid (Trust HR Manager) at: recruitment@chorustrust.org

Please note that CVs and Sheffield City Council/Derbyshire County Council application forms will not be accepted. Applicants are welcome to discuss any aspect of the role with Gaynor Jones, Principal of Hope Valley College.

Deadline for applications: **11.59pm on 27 September 2020**

Interviews to be held: **week beginning 5 October 2020.**

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

Job Description: summary

Post title:	Deputy Principal
Group:	Leadership
Salary point range:	L16 to L20
Reporting to:	Principal
Line Manager of post holder (if different):	n/a
Post holder will work with:	Hope Valley College CLT, all Teaching and Support staff at HVC and other colleagues across the Trust.
Holiday and sickness relief:	By and for the Principal.
Purpose of job:	Responsibility for shaping and delivering the vision and culture for excellence and lead the staff team to secure outstanding outcomes for every student. The role will have responsibility for a discrete strategic area, which will be decided based on the experience, interest and passion of the appointed candidate and the needs of the school.
	This post may work across the Trust schools.
Version revised:	April 2020

Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the Teaching School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

These include but are not limited to:

Role as a member of the CLT at Hope Valley College

- Joint overall responsibility for all aspects of the school in the absence of the Principal.
- To work with the Principal and Governors in developing the vision and strategic direction of Chorus Education Trust.
- Ensure a School wide focus on achievement and standards.
- To assist the Principal in the day to day running of the school including taking assemblies, leading a duty team, assisting in organising parents' evenings, promoting health and safety, and by attendance at extra-curricular events.
- Ensure that the child protection policies and procedures adopted by the governing body are fully implemented and followed by all staff
- To work closely with the Board of Trustees and HVC Governing Body as a member of the sub committees and through joint working.
- To promote the aims and values of the Trust and school, be a positive role model within the school, with parents and the wider community.
- To line manage staff according to school policy and support, challenge and develop them in their roles thus ensuring a culture of accountability at all levels.
- To be involved in appraisal (performance management), school self-evaluation, including termly self-review.
- To contribute to the school SEF, ensuring accurate reflection of standards, progress and other aspects of the school's work.
- To work with the Principal on the recruitment, selection and appointment of staff across the Trust.
- Prepare agendas and briefing papers for relevant meetings.
- To participate in CLT meetings including early morning briefings, weekly meetings and termly strategic sessions including weekends.

Core purpose

- To share responsibility for senior leadership and management for the school ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all students.

- To help develop an ethos of high expectations for staff and students.
- Contribute to a climate of personalisation in Teaching & Learning across the school to maximize achievement of underachieving cohorts.
- To identify and lead strategies to ensure that more able students make/exceed expected progress across all subjects.
- Help create and maintain an ethos which promotes outstanding teaching, effective learning, and high standards of achievement throughout the school.
- Monitor and evaluate the quality and achievement of students in order to set and meet challenging targets for improvement in relation to underachieving cohorts.
- To establish creative, responsive and effective approaches to learning and ensure a culture and ethos of challenge and support where all students can achieve success and become engaged in their own learning.
- To demonstrate and articulate high expectations and set realistic, obtainable targets for the improvement of underachieving students' achievement and attainment across the whole school community.
- To determine, organise and implement consistent approaches to support Middle Leaders in their management and development of intervention strategies to support underachieving cohorts.

General duties and responsibilities

- To carry out the duties of a Deputy Principal as set out in the School Teachers' Pay and Conditions Document.
- To continue to meet the required standards for Qualified Teachers' status.

Other support for the Trust (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the Trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the Trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall Trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: Deputy Principal

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Qualifications			
Qualified Teacher status First degree and QTS. Continuing professional development INSET specific to school leadership & management.	✓		A
Further educational study or action research.		✓	A
Teaching and Learning			
An outstanding classroom practitioner. A successful record of value-added results. Extensive use of student performance data to inform classroom teaching. An understanding of how children learn, of teaching strategies and of the impact they have on children’s learning. Clear set of values and knowledge of teaching and learning issues.	✓		A / I / R
Leading role in a recent whole school teaching and learning initiative. Current/recent experience of teaching post-16 and/or specialist SEND teaching.		✓	A / I / R
Experience			
Experience in more than one teaching establishment. Two or more positions of responsibility in a secondary setting. Previous Leadership Team experience. A record of success in effective and efficient team management. Leadership of a whole school initiative that has raised student attainment levels.	✓		A / I / R

<p>Use of ICT as an effective management and teaching tool.</p> <p>Collaborative working.</p> <p>Working in an inclusive school, with a mix of social and academic contexts including Pupil Premium and SEND.</p>			
<p>Working with staff in a planned evaluation programme, with a focus on raising the quality of teaching and learning (ITT/NQT/subject teams etc.).</p> <p>Study support strategies.</p> <p>Multi agency working.</p>		✓	A / I / R
Skills, knowledge, abilities			
<p>An understanding of current educational issues for secondary schools.</p> <p>A full understanding of 11-19 curriculum issues and the lifelong learning agenda</p> <p>An understanding of the process of establishing school improvement priorities and of the role of leaders and managers in monitoring and evaluating a school's effectiveness.</p> <p>Excellent inter-personal, organisational and communication (both oral and written) skills.</p> <p>Skills in planning and managing systems.</p> <p>The ability to analyse, interpret and intervene making best use of performance data.</p> <p>The ability to work closely with staff in pursuit of their professional development.</p> <p>The ability to work as a member of a team.</p> <p>The ability to motivate students and staff.</p> <p>An understanding of the inclusion agenda.</p> <p>A clear image of what makes good and outstanding teaching.</p> <p>Experience of driving school improvement through management link meetings.</p> <p>An understanding of how to ensure students of all abilities achieve.</p>		✓	A / I / R

<p>Knowledge of schools of the future.</p> <p>Involvement with Key Stage 3 assessment after levels.</p> <p>An understanding of Academy status.</p> <p>A knowledge of the new Ofsted framework.</p> <p>An understanding of inclusion and its role in secondary schools.</p> <p>Working to move schools from Good/Outstanding.</p> <p>Developing the most able.</p> <p>Working with teaching schools.</p>		✓	A / I / R
Personal skills			
<p>Positive & caring approach towards students.</p> <p>Dynamic team leader with the ability to lead and manage teams of people and to delegate effectively.</p> <p>Develop and sustain appropriate relationships, motivating and inspiring others.</p> <p>Sets personal high standards and helps others to do the same.</p> <p>Ability to maintain positive morale under pressure.</p>		✓	A / I / R
Child protection			
<p>A commitment to the responsibility of safeguarding and promoting the welfare of young people.</p>		✓	A / I