



**Astrea Academy Trust**

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields

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## **ASSISTANT PRINCIPAL - PEDAGOGY**

**CANDIDATE PACK**

**SCHOLARSHIP**

**TENACITY**

**CURIOSITY**

**RESPONSIBILITY**

**RESPECT**

# Open Letter from our Principal



Dear Candidate,

Thank you for your interest in Astrea Academy Woodfields.

Astrea Academy Woodfields is on an exciting journey towards excellence. Offering provision for 750 students from Year 7 through to Year 11, there is much to be celebrated within the academy and, for the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Woodfields clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by LemoV's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by LemoV's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

The ideal candidate will be fully aligned to our vision and be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We are seeking someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. We want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Woodfields get the very best we can offer them.

If you would like to visit the academy, please contact Kathryn Haughian - [kathryn.haughian@astreawoodfields.org](mailto:kathryn.haughian@astreawoodfields.org) - to arrange a visit or to find out more about the role.

Yours sincerely,

**David Scales**

**Principal - Astrea Academy Woodfields**

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# Job Description

**JOB TITLE:**  
Assistant Principal - Pedagogy

**REPORTING TO:**  
Vice Principal

**SALARY RANGE:**  
£65,090 - £71,694 per annum  
Leadership Scale L11 – L15

**CONTRACT TYPE:**  
Permanent

**WORKING PATTERN:**  
Full Time

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**CURIOSITY**

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# Role Description

## Purpose

Under the direction and guidance of the Principal, this role is responsible for the planning, organising, staffing, motivating, directing, and management of the school, including delivering required educational outcomes.

## Main Duties and Responsibilities

- To support the leadership team
- To manage and ensure the successful completion of key aims and objectives of school leaders
- To champion the core values of the academy and translate them into strategies to raise achievement of all students
- To contribute to the formulation of whole-school policy and practice and to lead colleagues in its implementation
- To facilitate staff training on a range of initiatives relevant to specific responsibilities
- To lead and support all categories of staff, fostering good relationships and encouraging good working practices
- To contribute to establishing the core values of the Senior Leadership Team and their practical expression
- To attend SLT, Governing Body and other meetings, leading / supporting where appropriate to role
- To liaise with Governors and outside agencies
- To uphold the academy's Behaviour Policy and ethos
- To facilitate the smooth day to day running / operation of the academy
- To be an integral and effective part of the whole-school duty system
- To ensure effective communication across all aspects of the academy
- To provide direction and co-ordination of the curriculum through effective line management
- To share in the monitoring and evaluation of teaching and learning
- To strive for the highest possible standards of student behaviour, learning and attainment for all students
- To manage staff in an appropriate manner, offering support, encouragement, guidance and advice
- To provide documentation and reports for the Principal and Governors as required
- To initiate and lead on any change required within specific areas of responsibility
- To support performance management processes across relevant areas of the academy
- To ensure teachers teach and students learn in disruption-free learning environments
- To create clarity around the Academy's routines and ensure all staff use them consistently
- To demonstrate and articulate high expectations and set aspirational targets for all
- To work with colleagues to ensure that students are safe and supported

**SCHOLARSHIP**

**TENACITY**

**CURIOSITY**

**RESPONSIBILITY**

**RESPECT**



# Role Description

## Main Duties and Responsibilities

- To ensure that Health and Safety policies and practices, including risk assessments at different levels, are in line with national requirements and updated as necessary
- To analyse data relevant to specific role
- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance management process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in and lead training and other professional development learning activities as required
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To promote and sustain effective management of the Academy environment, its site, and buildings
- To provide information about the work and performance of staff, where this is relevant to their future employment at the Academy or elsewhere
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above

## Teaching and Learning

- To be a strong classroom teacher, acting as a role model in the provision of high-quality learning, teaching and assessment.
- To take full responsibility for all aspects of teaching and learning in your key area of responsibility
- To maintain an informed view of standards and ensure high quality teaching across the Academy and particularly in your key areas by monitoring students' work and teachers' planning and delivery
- To work with the SLT to develop strategies to enhance teachers' ability to learn and to develop advanced teaching skills.
- To assist in the implementation of effective procedures to support teachers who are underperforming, responding to the outcomes of this support as appropriate.
- To contribute to the recruitment, training, deployment and professional development of staff as appropriate.
- To ensure the highest standards of achievement for all students, through setting high expectations and delivering a well-balanced curriculum that meets the Academy's curriculum principles.
- To ensure the entitlement of all students to have equal access to and participate in all aspects of the curriculum.
- To keep relevant documentation and information up to date on website
- To represent the academy at events, conferences and meetings

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**CURIOSITY**

**RESPONSIBILITY**

**RESPECT**

# Person Specification

## Experience Education and Qualification

- Evidence of outstanding teaching
- Personal success in leadership
- Experience of managing a team successfully
- Experience of leading both teachers and associate staff
- Experience of monitoring and evaluating aspects of teaching and learning and/or performance management
- Evidence of a commitment to self-improvement as a professional
- Experience of working in a multi culturally diverse school
- Experience of supporting vulnerable young people using a multi-agency approach
- Carrying out a senior leadership post that has impacted on standards and progress, positively
- Qualified Teacher Status
- Excellent Honour's Degree

## Skills and Knowledge

- Have a commitment to children, their families and the community
- Excellent written and oral communication skills
- Ability to observe and monitor progress, and maintain records
- Working knowledge of national curriculum
- Good organisation and management skills
- Be able to work as part of a team
- Pro active in supporting scholars in class
- Be friendly and have a flexible approach to work
- Ability to work from instructions and own initiative
- Be enthusiastic
- Be non judgmental
- Willingness to assist and participate in the wider aspects of school life
- Have a calm and confident manner
- Demonstrate personal and professional integrity, including modelling Astrea values and vision
- Commitment to promote and support the aims and value partners of Astrea Academy Woodfields
- Effective time management

**This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

**SCHOLARSHIP**

**CURIOSITY**

**TENACITY**

**RESPONSIBILITY**

**RESPECT**

# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

**SCHOLARSHIP**

**TENACITY**

**CURIOSITY**

**RESPONSIBILITY**

**RESPECT**

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*

