



# Welcome from the Principal

Thank you for your interest in applying for the role of Vice Principal (Pastoral) at Co-op Academy Manchester. This role is an executive position within the academy, and the successful candidate will join a team of highly motivated and talented colleagues, both at leadership and across the rest of the academy.

This is an exciting time to be joining Co-op Academy Manchester. In 2023, OFSTED graded the academy as Good and, in 2024, our Progress 8 score improved significantly.

The position has been created to build upon the capacity of the current executive leadership team. The successful candidate would be joining a team of three assistant principals (key stage 3 lead, key stage 4 lead and lead for Inclusion), a senior assistant principal for safeguarding and inclusion plus a Vice Principal Pastoral.

*Individual responsibilities for the Vice Principal Pastoral will be decided based upon the skill set of the successful candidate.* Applicants with experience of leading with impact in one of the following areas are invited to apply.

- Behaviour & Culture or
- Attendance & Personal Development

The successful candidate must be a strong leader with demonstrable impact. They will be a well-rounded leader who will lead by example and drive the quality of pastoral care for our students. The successful candidate will also have a thorough understanding of current challenges nationally with an inclusive and supportive approach.

Deadline for applications: Friday 2nd May 2025, 12.00pm

Interviews expected to be: Thursday 8th and Friday 9th May 2025

To start: September 2025

## About the academy

The academy, based in Higher Blackley in North Manchester, has over 1,620 students on roll and is part of Co-op Academies Trust.

Co-op Academy Manchester was recently judged 'Good' by Ofsted in March 2023. Ofsted said that:

"Leaders, trustees and governors strive for all pupils at Co-op Academy Manchester to be successful. Pupils are encouraged to demonstrate the 'ways of being Co-op' in all that they do."

“Teachers have strong subject knowledge. They use their expertise to help pupils to learn well in lessons. Teachers who are not specialists in a subject receive appropriate and effective subject-specific training. This enables these teachers to deliver the curriculum equally well.”

“Leaders have thought carefully about the curriculum that they want all pupils to learn, including those with SEND. The curriculum is well organised. Subject leaders have thought deeply about the key knowledge that pupils should learn and the order in which this content should be taught.”

Our Academy Development Plan has been written to take us from ‘Good’ to ‘GREAT’. This includes three school priorities

- Keeping students safe, happy and well
- Achieving and Embedding Excellence in Education
- Showing We Care for our Students, Colleagues and Community

What makes us GREAT?

At Co-op Academy Manchester, what we do matters, but the way that we do it matters even more. We ask students and colleagues to be GREAT in everything we do.

The things that make us GREAT permeate through our daily habits to ensure *educational excellence* for our students through cooperation and *elevated aspirations*, creating *responsible citizens* who value and support their community.



Genuine - *Authentic care* is demonstrated in all interactions with students, colleagues and the community. We live ‘*deliberate botheredness*’, *compassionate consistency* and *unconditional positive regard*.

Growth - We provide a range of ‘*pupil experiences*’ for students, to support the acquisition and retention of knowledge whilst also *elevating aspirations through widening cultural experiences*.



Routines - We believe that *good habits and routines are the foundation for learning*, they provide *predictability and consistency* for our most vulnerable learners. Routines ensure that all *students are set up for success*.

Respect - Respect is *modelled by adults and expected of students*, including *respecting others’ differences and celebrating diversity*. We *belong to Co-op Academies Trust* and are *bound together by our values and the Co-op Ways of Being*.





Experts - We believe that *expert teaching* of a *knowledge-rich curriculum* combined with '*ready to learn*' habits *leads to knowledge experts*.

Empathy - We *show and encourage empathy* whilst *building resilience* in students to *overcome barriers to learning*.



Achievement - We ensure that our *knowledge rich curriculum* and *expert teaching* enables students to *become knowledge experts*. This ensures that they have *elevated aspirations* for their future.

Adaptive - We ensure that *expert teaching* and our *knowledge rich curriculum* are *adapted appropriately* to *enable all students to become knowledge experts*. A *graduated support* offer for students, linking pastoral and SEND colleagues, ensures the *right support, at the right time*.



Tenacious - We are *tenacious as a community* and *build resilience in colleagues and students* to *overcome barriers* to '*succeeding together*'. Students demonstrate that they are '*ready to learn*' in each lesson and colleagues give a *new day, a new start*.

Together - We share a common vision and we achieve more when we work as a team. We are part of our local community and have a sense of belonging.

All academies in our Trust are united by our Ways of Being Co-op.

These are:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

We are looking for colleagues who are up for a challenge; who want to make a real difference to the lives of the children they work with; who are committed to their own professional development and who want to be outstanding teachers, classroom assistants, administrators, leaders, and support workers across a wide range of roles in our academy.

We offer:

- Excellent facilities
- The opportunity to work in a highly successful academy with a growing reputation as a high-performing educational setting.
- Significant opportunities for professional development and growth within the academy and the Trust.
- The opportunity to work under the ethics and values of the Co-op.
- Co-op Academies Trust benefits package.

### A note on safeguarding

- The academy is committed to the safeguarding and welfare of children and young people and expects all of its employees and volunteers to share this commitment. The post is exempt under the rehabilitation of the young offenders act 1974 and the amendments to the expectations order 1975, 2013 and 2020 and the successful applicant will be subject to an enhanced DBS check.
- All applications must be made through <https://co-opacademiestrust.face-ed.co.uk/Vacancies>. We cannot accept CVs.

Allan Glover  
Principal

- Applications should be made via our recruitment website <https://co-opacademiestrust.face-ed.co.uk/Vacancies?establishment=00128.00029&filter=>
- We strongly encourage you to contact Allan Glover, Principal, for an informal chat about the role and/or to arrange a visit. Please contact [allan.glover@coopacademies.co.uk](mailto:allan.glover@coopacademies.co.uk) or telephone 0161 795 3005.



## Job Description

# Job Title: Vice Principal (Pastoral)

(Provided as an example but may be tailored to skill set)

Salary / grade range	Leadership Scale L22-L26
Location	Co-op Academy Manchester
Reports to	Principal

### Purpose of role

#### Behaviour

- The postholder is responsible for ensuring that the behaviour policies and practices within the school are implemented with rigour
- The postholder is to ensure that students receive the pastoral care and support required to keep them safe, happy and well.
- The postholder is expected to model positive behaviour management and provide training and support for staff
- The postholder is expected to ensure that data related to behaviour is maintained accurately and that it is reported half termly to SLT through the vulnerability report.
- The postholder is responsible for ensuring that Team Around the School meetings are taking place with all stakeholders in attendance, that the risk registers are completed in preparation for the meetings
- The postholder is responsible for ensuring that a behaviour curriculum is developed, embedded and reviewed to ensure that student are well-prepared for success within the academy
- The postholder is responsible for ensuring that 'The way we do things here' is well thought out and regularly reviewed to ensure that hot spots and changes in behaviours are addressed
- The person undertaking this post is expected to line manage assistant principals responsible for pastoral care, behaviour and inclusion

#### Attendance

- The postholder is responsible for ensuring that the attendance policy and practices within the school are implemented with rigour

- The postholder proactively uses data to identify pupils at risk of poor attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance with the support of the attendance manager and their team.
- The postholder is expected, where there is a lack of engagement, to hold more formal conversations with parents/carers and be clear about the potential need for legal intervention in future. Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- The postholder is expected to ensure that data related to attendance is maintained accurately and that it is reported half termly to SLT through the vulnerability report.
- The postholder is responsible for joining up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals.
- The postholder is responsible for ensuring that attendance is discussed by all stakeholders within the academy and that regular attendance has a visual profile within the academy.
- The postholder is responsible for ensuring that the academy works with the local authority and ensures that legal frameworks are adhered to
- The person undertaking this post is expected to line manage the attendance manager

## Alternative Provision

- The postholder, with the Principal, is responsible for ensuring that each placement at an alternative provision is lawful.
- The postholder is responsible for ensuring that the alternative provision used by the academy meets the academy criteria, they should be DfE registered and have at least a Good OFSTED judgement.
- The postholder attends each provision half-termly to complete a progress review on students
- The postholder ensures that systems are in place to check on daily attendance and that not only is statutory attendance coding accurate, but that shadow data reflects actual attendance at the provision, daily.
- The postholder is responsible for ensuring that safeguarding visits to the students within alternative provision occur, weekly. It is important that the students know and feel that they remain part of the academy.

## Safeguarding

- "The Co-op Academies Trust, as an aware employer, is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf".

## Other Specific Duties

- I. To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- II. To support the academy in meeting its legal requirements for worship.
- III. To promote actively the academy corporate policies.
- IV. To continue personal development as agreed.
- V. To comply with the academy's Health and Safety Policy and undertake risk assessments as appropriate.
- VI. To undertake any other duty as specified by the Principal not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with the post-holder may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

## Health & Safety Responsibilities

All employees have the responsibility:

- VII. To comply with safety rules and procedure laid down in their area of activity
- VIII. To take reasonable care of their own health and safety and hence avoid injury to themselves and to others by act or omission whilst at work
- IX. To use protective clothing or equipment as may be provided
- X. To report promptly all sickness, accidents, unsafe conditions or practices and dangerous occurrences of which they are aware
- XI. To cooperate with the Principal in the fulfilment of the objectives of the academy's Health and Safety policies



## Person Specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Degree</li> <li>• Recent participation in a range of relevant in-service training/professional development</li> </ul>	E	A
<b>Experience Of Teaching And School Leadership And Management</b> <ul style="list-style-type: none"> <li>• Working at senior leadership level.</li> <li>• Developing and leading middle leadership challenge and support meetings to raise standards</li> <li>• Having led a team in the development and implementation of a data tracking system at a whole school level which had a sustained and demonstrable impact on pupil progress</li> <li>• Timetable construction</li> <li>• Having significantly contributed to the work of an SLT which has resulted in the success of the wider school</li> <li>• Delivering staff training and undertaking professional development of other teachers</li> <li>• The line management of others / holding others to account</li> <li>• Understanding what outstanding teaching looks like,how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it</li> <li>• Conducting lesson observations and providing constructive feedback as a tool for improvement</li> <li>• Developed and embedded research driven codified approaches to teaching at scale.</li> <li>• Developed teaching with demonstrable impact across a school.</li> </ul>	E E  E E  E E  E E  E E  E E  E	A/I A/I  A/I A/I  A/I A/I  A/I A/I  A/I A/I  A/I
<b>Data &amp; Tracking – experience of:</b> <ul style="list-style-type: none"> <li>• Using data to inform their teaching and that of wider teams</li> <li>• Interpreting data, using it to diagnose weaknesses that need addressing and then helping teachers tailor their teaching accordingly</li> </ul>	E  E  E	A/I  A/I  A/I

<ul style="list-style-type: none"> <li>• Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attainment</li> <li>• Delivering a vision for assessment that supports outstanding teaching and learning</li> <li>• Developing and implementing innovative and effective data tracking and presenting this in an accessible way</li> <li>• Developing and leading middle leadership challenge and support meetings to raise standards</li> </ul>	E  E  E	A/I  A/I  A/I
<p>Skills, Ability, Knowledge:</p> <ul style="list-style-type: none"> <li>• Graded satisfactory/good in the classroom</li> <li>• Analytical skills</li> <li>• Presentational skills</li> <li>• ICT skills for professional use</li> <li>• Review and evaluation skills through monitoring and evaluating student's progress.</li> </ul>	E	A/I
<p>Personal Qualities:</p> <ul style="list-style-type: none"> <li>• Versatility and flexibility of own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach</li> <li>• Strong interpersonal, written and oral communication skills</li> <li>• Strong organisational skills:</li> <li>• The ability to delegate</li> <li>• The use of effective time management</li> <li>• The ability to prioritise</li> <li>• 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</li> <li>• Genuine passion and belief in the potential of every student</li> <li>• The ability to demonstrate unconditional positive regard towards young people</li> <li>• Strategic thinking and the potential to adopt an entrepreneurial approach to the role</li> <li>• An educational vision aligned with the academy's high aspirations and high expectations of themselves and others</li> <li>• Confident and effective presentational skills during public speaking</li> <li>• Deliver excellent assemblies and open evenings / parents' events</li> <li>• Skilful management and maintenance of working relationships with parents and other stakeholders</li> </ul>	E  E  E E E E  E  E  E  E  E	A/I  A/I  A/I A/I A/I A/I  A/I  A/I  A/I  A/I

<ul style="list-style-type: none"> <li>• Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance</li> <li>• Up to date knowledge of curriculum and qualification changes at national level and detailed understanding of performance measures</li> </ul>	E	A/I
	E	A/I
	E	A/I

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

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Plant Hill Road  
Higher Blackley  
Manchester M9 0WQ

0161 795 3005  
[manc-enquiries@coopacademies.co.uk](mailto:manc-enquiries@coopacademies.co.uk)  
[manchester.coopacademies.co.uk](http://manchester.coopacademies.co.uk)

Twitter/Facebook/Instagram @CoopManchester

