



Candidate Pack  
Vice Principal - Quality of Education



Co-op Academy  
Manchester

# Welcome from the Principal

Thank you for your interest in applying for the role of Vice Principal - Quality of Education at Co-op Academy Manchester. This role arises due to the current post holder's promotion to headship. This role is a key position in 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 current post holder, alongside a new Principal, has developed a new vision for the quality of education, including a new curriculum intent, knowledge expert assessment model, and data informed approach.

The successful candidate will be a knowledge expert and well-read. They will be a well-rounded leader who will lead by example and drive the quality of education. They will have a passion for embedding a codified teaching methodology to ensure high standards and great learning habits. The successful candidate will also have a thorough understanding of current challenges nationally and a proven track record of successful leadership of curriculum implementation with impact.

Deadline for applications: Friday 28 March 2025, 12.00pm

Interviews expected to be: Thursday 3rd and Friday 4th April 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 - Quality of Education

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

### Purpose of role

#### Curriculum

- The postholder is responsible for the curriculum intent across the academy and for ensuring that each faculty and subject area demonstrates their contribution to it. Knowledge is to be the progression model, as such, students are expected to '*know more and remember more*' as part of a cohesive approach to learning
- The postholder is to ensure that individual subjects have a robust curriculum intent that articulates a well sequenced knowledge rich pathway from year 7 to year 11 and that it is reflective of our local context
- The postholder is expected to ensure that each faculty continuously reviews their curriculum model to ensure that it is reflective of the most up to date thinking and content in their subject area.
- The postholder is responsible for ensuring that curriculum adaptations are embedded for students with SEND and that the reading improvement strategy is implemented within subject areas
- The postholder is expected to support the head of school in developing a deep dive methodology to quality assure curriculum within each subject area
- The postholder is responsible for ensuring that directors of learning zones maintain a constant focus upon the development of their curriculum to maximise learning
- The postholder is responsible for the coordination and development of the school timetable

#### Assessment & Standards

- The postholder is responsible for developing the assessment framework at Key Stage 3 and for ensuring that Trust Assessment protocols are in place for Key stage 4

- The postholder is responsible for ensuring that individual subjects have a robust and standardised assessment process in place for their subjects, including quality assurance measures in place that improve the validity of data
- The person undertaking this post is expected to ensure that data is systematically reviewed with a focus upon the progress of key groups within subject areas.
- The postholder is responsible for ensuring that 'Ensuring Excellence' plans are in place for underperforming subject areas and that RAP meetings take place with leaders to ensure great attainment and progress for all students
- The postholder reports progress data to SLT as part of the vulnerability report, half termly
- The postholder is responsible for settings and groupings within each subject area in line with current research

## Teaching

- The postholder is responsible for establishing and embedding a consistently high standard of teaching across the academy, which includes a codified approach to what teaching looks like at Co-op Academy Manchester
- The postholder is responsible for a personalised approach to Continuous Professional Development within the teaching staff, utilising the '*See it, Name it, Do it*' model for instructional coaching and deliberate practice
- The postholder is responsible for the development of a teaching profile across the academy in order to inform the SEF statements regarding the quality of teaching across the academy
- The postholder is to liaise with the Head of School to provide appropriate support and challenge where teaching is less effective

## Wellbeing

- The postholder is responsible for ensuring that policy development takes into account staff wellbeing and workload
- The postholder is responsible ensuring that a wellbeing staff committee regularly meets and raises initiatives and issues for SLT to discuss and consider
- The postholder is responsible for ensuring that all line management includes a wellbeing check in with staff with the opportunity to signpost support, where required
- Where possible, the postholder is responsible for creative solutions in timetabling to maximise wellbeing

## Miscellaneous

- The postholder is responsible for developing the timetable across the academy, with the support of the Principal, and ensuring that the staffing structure reflects curriculum demands

- The postholder is responsible for EDI and pupil premium
- The postholder line manages the Assistant Vice Principals within the Quality of Education team including senior leaders responsible for curriculum, data, ITT and ECT, CEIAG and EAL.

## 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



<ul style="list-style-type: none"> <li>• An educational vision aligned with the academy's high aspirations and high expectations of themselves and others</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Confident and effective presentational skills during public speaking</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Deliver excellent assemblies and open evenings / parents' events</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Skilful management and maintenance of working relationships with parents and other stakeholders</li> </ul>	E	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> </ul>	E	A/I
<ul style="list-style-type: none"> <li>• Up to date knowledge of curriculum and qualification changes at national level and detailed understanding of performance measures</li> </ul>	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

