



# Candidate Pack

## Assistant Vice Principal

January 2025

## Welcome from the Principal

*“At Co-op Academy Swinton we strive to ensure that all students regardless of their background, achieve their potential. We are committed to opening doors and providing opportunities for our students to secure their next steps and encourage them to be ambitious”*

Thank you for your interest in applying for the role of Assistant Vice Principal, DSL and Social Inclusion at Co-op Academy Swinton. We are an academy that prides itself on being an integral part of the Swinton community. Through our strong community vision and close partnership with the families and the wider community, we are able to tackle inequalities and break down barriers to learning, ensuring all students achieve the best outcomes and opportunities as possible.

At Co-op Academy Swinton we strive to be outstanding in all that we do. We have a culture of high expectations, maintain high behaviour standards and our outcomes are consistently improving with many subjects reaching National Average and above. As a leader, you will be an outstanding classroom practitioner, with good GCSE results and will have been a leader of a successful department and have had significant impact on your current schools headline measures. You will also have some experience of leading key aspects of Safeguarding.

Ofsted, June 2024 rated the Academy as Good in all areas. We are an academy with exceptionally good behaviour and systems to support students to feel safe, confident and to succeed.

*“Pupils appreciate the positive impact that the school has on their behaviour and on their learning. They value the high standards that the school expects of their academic achievement and conduct”*

*(Ofsted 2024)*

*Pupils at the school are articulate and extremely polite.*

*(Ofsted 2024)*

*“The school has set out the important knowledge that pupils should learn and when this content should be taught. Teachers are suitably equipped to deliver the curriculum well. Typically, teachers design learning that helps pupils, including those who are disadvantaged, to build a rich body of subject knowledge”*

*(Ofsted 2024)*

Our aim is to provide an exceptional learning experience for all students from the moment they enter the academy. You will be a dynamic leader who will model excellence and high standards at all times. This role is perfect for a candidate that will continue to inspire students and support staff to be the best they can be with a forensic eye on improving progress and wellbeing for all.

As Assistant Vice Principal you will be responsible for fulfilling all line management responsibilities with excellent leadership, management and communication skills. You will have the ability to effectively drive forward change which ultimately impacts positively on the outcomes of pupils and the overall standards of the academy. Exceptional teamwork, high standards and a capacity for hard work will be at the core of your success. You will be a creative thinker with an ability and determination to develop Co-op Academy Swinton as a beacon of excellence in all areas, in order to secure high quality outcomes for all pupils.

As part of the Co-op Academies Trust, we value cooperation, community, ambition, achievement, responsibility, respect, and enjoyment in all our endeavours. The successful candidate will have recent experience and evidence of substantial impact on the improvement of a school or academy in areas relevant to this role.

I would highly recommend you visit the Academy prior to your application. To arrange a visit please contact Kristie Conroy via e-mail [kristie.conroy@coopacademies.co.uk](mailto:kristie.conroy@coopacademies.co.uk)

A handwritten signature in black ink, appearing to read 'Zarina Ali', with a small mark above the 'i'.

Mrs Zarina Ali  
Principal

## Job Description

Salary / grade range	Leadership Scale, L13 - L17, £66,919 - £73,819
Location	Co-op Academy Swinton
Reports to	Principal

### Purpose of role

The role of the Assistant Vice Principal is to provide clear and effective leadership to the safeguarding team by ensuring there is a student-centered approach to safeguarding. The successful candidate will also strategise and lead in curriculum continuity via Social Inclusion in our internal Reset provision and Personalised Learning Centre. This is a vital area of life within the Academy. The successful candidate will help to ensure that students who access these internal provisions are well supported to succeed. This will involve working closely with the pastoral team, curriculum leads and the wider inclusion team, providing strategic direction and quality assuring the work taking place in this area. Whilst leading on Social Inclusion, the Assistant vice Principal will coordinate any necessary pastoral interventions for students who access the Personalised Learning Centre, measuring impact and effectiveness along the way at key points throughout the calendar year. Through line management of the Reset Manager, the Assistant Vice Principal will help to support students who are temporarily removed from mainstream lessons by creating a transformative provision that encourages students to reflect on their choices and prepares them to reintegrate with their peers. Within the role, the successful candidate will work closely with the Local Authority to represent those of our students who attend Alternative Provision by ensuring they make good progress across the academic year. Additionally, this person will work closely with the Attendance team and will look at the curriculum gaps a student may have and provide a provision for lost learning. This applies to any persistent absentees and students with unsatisfactory attendance. Furthermore, the successful candidate will also work very closely with the behaviour and standards senior leaders within the establishment to ensure that the student experience is outstanding.

The new Assistant Vice Principal will be a highly successful and experienced teacher in their subject specialism, who is able to enthuse, motivate and inspire children by generating a love for learning. The successful candidate will have already demonstrated excellent leadership, management and communication skills and the ability to effectively drive forward change which ultimately impacts positively on the outcomes of pupils and the overall standards of a school/academy. Good teamwork, high standards and a capacity for hard work will have been at the core of their success. They will be a creative thinker with an ability and determination to develop Co-op Academy Swinton as a beacon of excellence in all areas - in order to secure high quality outcomes for all pupils.

It is expected that the Assistant Vice Principal will demonstrate consistently good with outstanding features across all key areas of teaching, and have recent experience in and evidence of substantial impact on the improvement of a school/academy in areas which are relevant to this role.

The successful candidate will be joining a highly effective Senior Leadership team and will be expected to contribute more broadly to the successful running of the Academy as directed by the Principal.



## Person Specification

Attributes	Relevant Criteria	Essential/Desirable
Qualifications	Good honours degree	E
	Post-graduate qualification e.g. NPQ, Masters	D
	Qualified Teacher Status	E
	Permitted to work in the UK	E
	Evidence of relevant CPD	E
Professional knowledge, skills and competencies:	Evidence of excellent classroom practise which has impacted positively on pupil outcomes	E
	Evidence of leading a team at middle or senior leadership level	E
	Delivering staff training and promoting professional development of other staff	E
	Knowledge and understanding of relevant legislation and guidance e.g. Gatsby benchmarks and an ability to ensure they are implemented effectively	E

	An ability to effectively use IT software packages which support all aspects of pupil monitoring, including CPOMS, Microsoft Excel / Google Suite etc	E
	Excellent communication skills, both written and oral	E
	An ability to translate current educational thinking into workable, operational plans.	E
	Strong analytical skills and an ability to interpret data effectively and use it to identify areas for development	E
	A comprehensive understanding both of national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward significant improvements within a school	E
Leadership and management skills and competencies	An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile	E
	An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources	E
	Successful experience of motivating and supporting others to improve	E
	An ability to work autonomously and prioritise conflicting demands	E
Personal qualities	The ability to motivate and inspire pupils, staff and parents	E
	The ability to work as a team and to lead others by example	E
	Strong 'presence' and the ability to command the respect of others	E
	A commitment to safeguarding, equal opportunities and inclusion	E
	An understanding, awareness and empathy for all young people	E
	A commitment to Co-operative values and the Co-op's 'Ways of Being' and a passionate commitment to developing the best in all young people	E
	A can-do approach to challenges; solutions focussed and an ability to address difficulties with positivity	E
	Be prepared to work flexibly as required	E

This post is subject to an enhanced DBS check and references.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals

January 2025



are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

## Designated Safeguarding Lead and Social Inclusion

### **Purpose of Role:**

The DSL will take responsibility for safeguarding and child protection across the school. The DSL will work with a team of two DDSs and the year team. They will take part in strategy discussions and inter-agency meetings and to contribute to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters and liaise with relevant agencies such as the local authority and police. Some safeguarding activities may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.

The Social Inclusion Lead will ensure that all students regardless of their background have the personalised guided support and intervention required to succeed. The lead will work closely with other senior leaders to ensure all students, including those most disadvantaged, have the opportunities to be ambitious and achieve their full potential.

### **Key Accountabilities (and specific duties/responsibilities):**

#### **Managing referrals**

- Refer cases of suspected abuse to the local authority children's social care
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals

#### **Working with staff and other agencies**

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part-time staff)
- Inform the principal of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations
- Liaise with the case manager and the local authority's designated officer for child protection

concerns in all cases where a member of school staff is involved

- Liaise with staff on matters of safety, safeguarding and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so

#### Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to: support the school in meeting the requirements of the Prevent duty; provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to: provide advice and support to staff on protecting and identifying children at risk of FGM; report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

#### Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Work with the governing body to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Link with the local safeguarding board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Be alert to the specific needs of children in need, those with special educational needs and young carers
- Encourage a culture of listening to children among staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

#### Other areas of responsibility

- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file
- Undertake safer recruitment training and support the school to follow best practice



- Monitor the single central record and ensure it complies with all the relevant legislation
- Provide safeguarding reports to the governing body
- Model best practice and uphold the principles of confidentiality and data protection at all times
- The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct
- During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via telephone or video calling in exceptional circumstances
- Please note that the list of duties illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all the tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.
- To lead and join the Social Inclusion drive, ensuring all students have the ability, dignity and opportunity to achieve the best success possible
- Strategically lead Reset and the Personalised Learning Center to ensure curriculum continuity
- Create personalised plans for key students to ensure they reintegrate into mainstream successfully with the support required upon their return from Reset, Personalised Learning Center and other forms of absence.
- Work with the attendance team and Heads of Department to ensure there is no lost learning due to absence
- Maintain students trackers for Reset and The Personalised Learning Center to allow for accurate intervention and assessment of outcomes achieved
- To work closely with the senior leaders for attendance, standards and behaviour
- To liaise with Alternative Provision within the Local Authority and support our students to be successful
- To successfully line manage Heads of Department and navigate clear lines of accountability and coaching to ensure the middle leader develops into a secure leader of the Academy. To work closely with the Head of Department and ensure outcomes are in line with National Average
- To attend all network meetings within the trust and local authority.
- To work with the Principal in creating and finalising the Academy Development Plan School Evaluation Framework.
- To work closely with the Principal and the Senior Leadership team on all key drivers

### **General**

- Adhere to Teachers' Standards at all times.
- Be aware of and comply with policies and procedures relating to Safeguarding, Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- Contribute to the overall ethos/work/aims of the school.
- Contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to coordinate the management of the school.
- Take responsibility for their own professional development and duties in relation to school policies and practices.
- Establish effective relationships and communicate with other staff to support achievement and progress of students and other staff and set a good example through their presentation and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Carry out duties with full regard to Co-op Academy Swinton policies and procedures.
- Be aware of, and support, difference and ensure equal opportunities for all.

<b>Personal Attributes Required (based on job description):</b>		
<b>Attributes</b>	<b>All attributes are essential, unless indicated below as 'desirable'</b>	<b>How measured, e.g. application form (A), interview (I)</b>
<b>Qualifications</b> <ul style="list-style-type: none"> <li>● GCSE (or equivalent) in English &amp; Maths</li> <li>● Degree</li> <li>● Permitted to work in the UK</li> </ul>		(A)
<b>Experience</b> <ul style="list-style-type: none"> <li>● Successful leadership and management experience in a school or relevant organisation including: Building relationships with children and their parents, particularly the most vulnerable; working and communicating effectively with relevant agencies; implementing and encouraging good safeguarding practice throughout a large team of people</li> <li>● Demonstrable evidence of developing and implementing strategies to help children and their families</li> <li>● Experience of handling large amounts of sensitive data and upholding the principles of confidentiality</li> </ul>		(A) (I)
<b>Skills, Ability, Knowledge</b> <ul style="list-style-type: none"> <li>● Expert knowledge of legislation and guidance on</li> </ul>		(A) (I)

<p>safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</p> <ul style="list-style-type: none"> <li>● Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li> <li>● Awareness of local and national agencies that provide support for children and their families</li> <li>● Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns</li> <li>● Good IT skills, including previous use of CPOMS</li> <li>● Effective communication and interpersonal skills</li> <li>● Ability to communicate a vision and inspire others</li> <li>● Ability to build effective working relationships with staff and other stakeholders</li> </ul>		
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>● Commitment to ensuring the safety and welfare of children</li> <li>● Uphold and promote the ethos and values of the academy</li> <li>● Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the academy</li> <li>● Ability to work under pressure</li> <li>● Maintain confidentiality at all times</li> <li>● Commitment to equality</li> </ul>		<p>(A) (I)</p>