

iet

isle
education trust

Candidate Information Pack

Vice Principal – Coritani Academy

klpa kilton lindsey
primary
Academy

bspa burton upon stather
primary
Academy

apa alkborough
primary
Academy

ca coritani
Academy

epa epworth
primary
Academy

sa south
axholme
Academy



About IET

The Isle was created when local ancient settlers in North Lincolnshire combined their communities enabling individual inhabitants to live safely and thrive. Isle Education Trust is proud to have built itself on these foundations and is a community of schools who grew from the mutual recognition that by working together to build communities we can inspire each other to be excellent.

Isle Education Trust (IET) was formed when South Axholme Academy and Epworth Primary Academy became partners to support and develop excellence in the local education community. Soon after, the benefits of belonging to a wider community all working together with a common purpose attracted Coritani Academy to join the Trust.

Isle Education Trust is an education community, driven by the belief that individuals and communities flourish together when they

- are **respectful** of their communities and the individuals within them.
- work together to **inspire excellence** in one another in order to thrive.
- are **resilient** to challenges and dare to be excellent.

At Isle Education Trust each academy has its own mind-set which underpins all that they do. Our students are at the heart of everything we

do, and we aim to ensure every single one of them has the support and guidance they need in order to reach their full potential.

We believe that every individual matters – learners, staff, parents and governors. The Trust places equal emphasis on enjoying learning inside and outside of the classroom. We feel passionately that all students should have the opportunity to be involved in a broad range of activities, regardless of gender, background or religion. In this way students gain a breadth of experience to enable them to develop into highly sought after individuals in whatever route they take upon leaving the Trust.

IET is committed to supporting academies to achieve this goal by celebrating what is unique about each setting, whilst providing structures and mechanisms to reduce pressures on Principals and leaders by absorbing roles such as finance, HR, Estates Management, IT and other statutory obligations in to the IET Centralised Services team. As a result, Principals are able to devote their time and energy to managing teaching, learning and the quality of education within their academy so that it is the very best that it can be.

- We believe that we can **inspire excellence together** and are a place where **communities matter** and **individuals thrive**.





Welcome from the CEO

Dear Prospective Colleague,

Thank you for your interest in joining Isle Education Trust. Whether you are at the start of your teaching journey or bringing a wealth of experience, I'm delighted that you're considering becoming part of our community.

At Isle Education Trust, our vision is simple yet powerful: Inspiring Excellence Together. We believe in creating environments where individuals thrive and communities flourish. Across our academies—including South Axholme Academy, Coritani Academy, and Epworth Primary Academy—we are united by a shared commitment to high standards, inclusive practice, and a deep sense of belonging.

Our values are not just words on a page—they shape how we work, how we support one another, and how we grow. We ask every member of our team to:

Be respectful – acting with honesty, consistency, and care.

Be resilient – embracing challenges and daring to be excellent.

Be inspirational – leading by example and lifting others through our actions.

We know that great teachers change lives. That's why we invest in your development, champion your wellbeing, and celebrate your successes. Whether it's through high-quality CPD, collaborative networks across the Trust, or leadership pathways, we are committed to helping you thrive professionally and personally.

Our academies are vibrant, welcoming places to work—where innovation is encouraged, support is ever-present, and every voice matters. If you share our belief in the power of education to transform lives, I warmly invite you to explore the opportunities within our Trust.

We look forward to the possibility of welcoming you to our team.

Warm regards,

A handwritten signature in black ink that reads "Sarah Sprack".

Sarah Sprack
CEO, Isle Education Trust



Welcome from the Executive Principal

Do you want to work at a school that really makes a difference to children's lives? To be part of a school with very small class sizes, where trust and human relationships are central to all that we do? To belong to a community where the curriculum is built for each individual child and children are made to feel safe and valued? To be challenged and feel a sense of fulfilment every day? To inspire a small group of learners and to be inspired?

If this sounds like the place for you then come and join us at Coritani Academy.

We are a small academy offering academic qualifications to learners who need a school community with a more individual approach to learning than you would traditionally find in a mainstream school. We deliver relationship-based education, a learning experience for students that is truly unique and tailored to the needs of the individual child. Our staff are open and caring and have a passion and desire to ensure that students achieve excellent outcomes at the end of their time with us.

The Academy offers a safe and welcoming environment for children from Year 3 to Year 13.

Low admission numbers mean that we can offer one to one and small group learning that is truly matched to individual need. Class sizes at the Academy are a maximum of 8 children.

Our belief is that students will thrive when they feel safe and supported within their surroundings and once, we have this right the best start in life we can give them is a good set of academic results.

Our Academy boasts results well above the national averages for similar alternative Academies and in some cases for mainstream schools. We have an excellent track record of re-engaging students in education and ensuring they achieve excellent results that allow them to move on to their next steps in life.

Our learners are proud of their academy, and those who have left to go on to successful placements at college, school sixth forms or back in to mainstream school continue to visit and contact the academy into their adult lives.

Thank you for taking the time to put together your application we hope to see you as part of the team soon. Until then we would encourage you to view our website or come in and visit the Academy in person to find out more.

Dave Flowitt
Executive Principal



About the Academy

Ethos and Values

Our Academy works with local schools and local authorities to ensure that learners who need an individual approach to learning have a quality educational alternative. We believe that every young person should have the opportunity to succeed by being motivated and inspired.

Our aim is to inspire learners with quality education and support through the development of the Coritani Mindset, to meet their personalised learning need, make them safe and ensure that they are ready to develop into respectful members of their communities.

Objectives of the Academy

To provide support to students to help them re-engage and be ready for education

To provide a safe and inspiring environment in which students can develop into respectful adults

To ensure all our students have access to the same opportunities as students in mainstream schools through an inspiring, broad and balanced curriculum

Coritani Mindset

Inspire Excellence, Safe, Respectful, Ready

At Coritani Academy everyone works collectively using the Coritani Mindset, a set of values that we have all agreed together to help us to be successful in our lives. Coritani Mindset Inspires Excellence and encourages students to be safe, respectful, ready in all that they do.

The School Day

The school opens for staff at 8:25am with a staff briefing each day at 8:30am. Learners arrive between 8:45am and 9:15am. And have a 30-minute lunch break. The day school ends at 2:30pm. Staff complete joint PPA and training from 2:30pm until 3:30pm each day. In addition, staff meet formally once a week and are involved in a full programme of CPD. Staff are given generous PPA time within the Academy Day and most complete planning and marking within these working hours.

Staff involvement

The small school structure of the Academy is such that every member of staff and often learners are invited to participate in policymaking though the final decisions must rest with the principal who is responsible to Governors for the conduct and curriculum of the Academy. Nevertheless, consultation is real and decisions are arrived at by discussion and an exchange of opinions. Such a consultative decision-making process can only work effectively if all staff accept the personal responsibilities this brings.

The demands on staff are considerable; in the classroom, in preparation, in marking, in attending meetings, in CPD work, in out-of-school activities and in parent-teacher contact, however, it is a rewarding job that presents staff with many opportunities which in turn brings great benefit to the Academy and to the teachers themselves as professionals.



Job Description

Job Title	Vice Principal
Salary	L5
Job Details	Full Time permanent
Location	Coritani Academy
Required	September 2026
Application Close	09:00 Friday 8 th May
Interview Date	Thursday 14 th May

Job Purpose

Work alongside the Executive Principal and Principal to lead the Academy





Key Responsibilities and Accountabilities

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students at Coritani Academy
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards Coritani students, staff, parents, governors and members of the local community.
3. Lead by example with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
5. Work with political and financial astuteness, within a clear set of principles centred on the academy's vision, ably translating local and national policy into the academy's context.
6. Communicate compellingly the academy's vision and drive the academy's strategic leadership, empowering all students and staff to excel.

Students and staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school and beyond, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and Processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Work within the Trust's systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Self-improving school system

1. Ensure the Academy is outward-facing and works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.
3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
4. Shape the current and future quality of teaching through high quality training and sustained professional development for all staff.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.



We expect all Trust staff to:

- Work with all students ensuring equality of opportunity for all.
- Take responsibility for Safety and Welfare of all students, raising any concerns following the Academy/Trust protocols and procedures.
- Work proactively and effectively in partnership with all stakeholders.
- Carry out a share of statutory supervisory duties.
- Treat students with dignity and build relationships rooted in mutual respect and at all times observing proper boundaries appropriate to the professional position.
- Participate in CPD relevant to the role.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English and numeracy.
- Participate in arrangements for examinations and assessments.
- Take an active role in promoting good behaviour in and around the Academy/Trust.
- Ensure that students adhere to the uniform code and apply sanctions when this code is breached.
- Develop an academy learner mind-set – the attitudes, skills and learning habits needed to become an inspired, confident and independent learner.
- Be a positive role model and demonstrate consistently and effectively the positive attitudes, values and behaviour which are expected of students.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Regularly review the impact of their work and its impact on students' progress, attainment and well-being, refining approaches where necessary and responding to advice and feedback from colleagues.
- Proactively participate with arrangements made in accordance with the Appraisal Policy.
- Have professional regard for the practice, ethos and policies of the Academy/Trust and maintain high standards in your own attendance and punctuality.
- Operate at all times within the stated policies and practices of the Academy/Trust.
- Contribute positively and effectively to the whole Academy/Trust ethos.
- Cooperate with other staff members to ensure a sharing and effective use of resources to the benefit of the Academy, individual departments and students.
- Attend and participate in appropriate calendared meetings.
- Take responsibility for own professional development and duties in relation to Academy policies and practices.

- Liaise effectively with staff, students, parents and governors.
- Ensure compliance with Health and Safety at Work Act 1974 and all other policies related to health and safety, and to ensure compliance with the Data Protection Act 1988.
- Ensure compliance with data protection laws and safeguarding procedures.
- Carry out any other duties as directed by your Line Manager as may from time to time be agreed in accordance with the nature of the job described above.

This is not an exhaustive list of tasks and job descriptions will be continually reviewed and changed according to the needs of the Trust.

Post holders will be expected to be flexible in undertaking duties and responsibilities attached to their post and may be asked to perform duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.



Person Specification:



<i>Qualifications</i>	Essential	Desirable
<i>Qualified teacher status in the UK</i>	A	
<i>Evidence of recent participation in a range of relevant in-service training</i>	A	
<i>Record of excellent classroom practice</i>	AI	
<i>Professional knowledge, skills and understanding</i>	Essential	Desirable
<i>Demonstrate success in raising achievement</i>	AI	
<i>The ability to create an outstanding learning and teaching environment for students, including disabled students and students from under-represented groups</i>	A	
<i>Knowledge of the National Curriculum and appropriate interventions for students to achieve success</i>	AI	
<i>Knowledge of the key role that attendance plays in attainment</i>	AI	
<i>Critical understanding of the most effective teaching, learning and behaviour management strategies</i>	AI	
<i>Ability to plan for and achieve rapid improvement</i>	AI	
<i>High level communication, organisation and record keeping skills, including ability to use data to track students' progress</i>	AI	
<i>Ability to plan for medium and long term sustainability</i>	AI	
<i>Ability to adapt priorities to whole school improvement agenda</i>	AI	
<i>Up to date knowledge of current educational policy and frameworks</i>	AI	
<i>Professional Expertise</i>	Essential	Desirable
<i>Commitment to helping every child achieve his or her very best</i>	AIRO	
<i>A 'can do' approach to work in school</i>	AI	
<i>Personal Qualities</i>	Essential	Desirable
<i>High quality communication skills with the ability to develop positive relationships with students, parents and peers</i>	AI	
<i>A sense of humour and a good sense of well-being</i>	AI	

<i>High Expectations of self and others</i>	Essential	Desirable
<i>A flexible and adaptable approach</i>	AI	
<i>An innovator with the desire to continue to learn and develop within the professional role</i>	I	
<i>Resilience and the determination to be successful within this role and ambitious for the Academy and its students</i>	I	
<i>Other Professional Requirements</i>	Essential	Desirable
<i>A willingness to initiate and participate in both cross-curricular and extra-curricular activities.</i>	AI	
<i>The ability to work with parents, external agencies and the wider community.</i>	AI	
<i>Determination to promote a culture that celebrates success</i>	AI	
<i>Leads by example, setting high standards of punctuality, dress and conduct</i>	AI	
<i>Clarity of thought and vision with proven ability to finish a task.</i>	AI	
<i>Desire and aptitude to develop professionally</i>	AI	
<i>Equality of Opportunity</i>	Essential	Desirable
<i>The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to</i>	AI	
<i>Safeguarding Students</i>	Essential	Desirable
<i>Committed to safeguarding and promoting the welfare of children and young people</i>	AI	

KEY

A = assessed through the application process

I = assessed through the interview process





Trust Benefits:



Pension Scheme

All staff are enrolled in either the Teachers' Pension Scheme or Local Government Pension Scheme, whichever is relevant.



Continuous Professional Development

IET offers numerous opportunities for continued CPD for **all** staff including NPQs and apprenticeships



Cycle to Work Scheme

Eligible staff may apply to purchase a new bike, e-bike or cycling accessories through this salary sacrifice scheme, making significant savings.



Staff Wellbeing

This is a priority for the Trust. All staff have access to a free Employee Support Package, including 24/7, 365 days a year online and telephone support covering areas such as mental health, bereavement, financial advice and counselling.



Healthcare

All staff have free access, 24/7, 365 days a year to an online doctor.



Flu Vaccinations

All staff are able to request a free voucher for a flu vaccination in the Autumn term.



Discounts

Through our employee benefits platform, staff can make significant savings through discounts and vouchers in a range of areas including restaurants, supermarkets, retail and holidays.



Appointment Process

How to apply

To apply for this post, visit the IET website:

[Isle Education Trust - Vacancies](#)

Please note that the personal statement you provide as part of this process must be **no longer than 1000 words.**

Receipt of early applications from candidates with the appropriate experience, qualifications and personal qualities may result in an early interview being offered.

Isle Education Trust promotes equality of opportunity and welcomes applications from all sectors of society.

Isle Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All posts at Isle Education Trust are subject to an Enhanced Disclosure and Barring check.