



Astrea Academy Trust  
LEARN, THRIVE, SUCCEED

# Trust Vice Principal - Quality of Education

## Candidate Pack



# Introduction

Thank you very much for your interest in becoming Trust Vice Principal - Quality of Education in either our South Yorkshire or Cambridgeshire region.

We are seeking to appoint a Trust Vice Principal for Quality of Education, a unique and exciting opportunity for experienced senior leaders ready to take on the next challenge in their career. This pack is designed to give you a sense of what it is like to work with us and help you decide whether you can see yourself joining us on our exciting journey.

With this role, you will have a significant opportunity to make your mark, helping to shape and lead aspects of Trust-wide secondary strategies and improvement projects. The position is ideally suited to someone who shares our vision for educational excellence and has the drive, expertise and determination to secure rapid and sustainable improvement. You will be a team builder, able to motivate colleagues and scholars alike, setting high expectations while providing the support needed for individuals and teams to thrive.

Astrea Academy Trust is committed to delivering a knowledge-rich curriculum alongside a traditional approach to teaching, behaviour and culture. Our mission is clear: to tackle historic educational disadvantage and ensure every scholar has access to an exceptional education.

Our schools have made significant strides in recent years. This summer, Astrea achieved its strongest outcomes to date, with all secondary schools performing above the national average across key measures, including Basics 4+, 5+ and 7+, as well as EBacc attainment. We have also seen substantial improvements in outcomes for disadvantaged scholars, who are now achieving above national averages across a range of measures.

These achievements are a testament to the dedication and expertise of our colleagues across the Trust. While we are incredibly proud of this progress, we know our work is far from complete. We remain ambitious about what comes next and are looking for exceptional leaders who can help us build on these strong foundations and continue transforming life chances for the communities we serve.

We have also embarked on a process of codifying what works across our secondary academies through the publication of a series of frameworks that inform academy policies and practice. Sir David Carter states, "Without some degree of standardisation, the turnaround process will be lengthier and more chaotic than is necessary and the casualties are not the adults, but the children who only have 2,280 days of schooling between reception and the end of Year 11."

If you are interested in working with us, we would strongly encourage you to attend our upcoming event, Teaching at Astrea: Bringing Booklets to Life. Further details can be found within the advert. The session will provide practical professional development on using booklets effectively in the classroom, as well as an opportunity to meet the team, understand our approach to teaching and learning, and find out more about working in our academies.

Attending an event is the best way to get to know us. If you are unable to attend, please contact us to arrange an informal conversation.

With very best wishes,

Richard

Richard Tutt,

Director for  
Secondary Education



# About the Trust

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## The trust has 26 academies across South Yorkshire and Cambridgeshire

We are committed to ensuring that all children in the trust have accelerated opportunities that enable them to learn, thrive, and lead successful lives. Our ambition is to tackle historical educational disadvantage and to play our part in the social regeneration of areas that have experienced poor education opportunities.

The trust has grown rapidly since its creation and now educates around 15,000 students in 26 academies. In Cambridgeshire, the trust comprises four secondary schools and one SEMH special school. In South Yorkshire, the trust works through seventeen primary academies, one all-through school, and three secondary schools.

The trust's Executive Team is led by Rowena Hackwood as Chief Executive Officer. A wider central team supports the work of individual academies in core areas such as academic support, inclusion, governance, finance, HR, estates, and IT. With a 2030 strategy in place, we are clear and specific about our vision for behaviour, curriculum and teaching quality.

All our academies are rated **GOOD** by Ofsted.



# Astrea in Numbers

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**26**  
ACADEMIES

**2,000**  
MEMBERS  
OF  
STAFF



**£115m**  
TOTAL  
INCOME



**100%**  
RATED 'GOOD'

**14,000** PUPILS

**£3.9m**  
REINVESTED  
INTO SCHOOLS  
TO IMPROVE  
FACILITIES AND  
INFRASTRUCTURE



# Our Vision and Values

Our future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we hold dear.



## **SCHOLARSHIP:**

We are informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.



## **CURIOSITY:**

We ask searching questions, not taking things at face value, seeking out the best of what is known and engaging in appreciative enquiry.



## **TENACITY:**

We deliver on our promises and see things through to completion. We embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance.

# About Astrea Academy Trust

## SECONDARY ACADEMIES

Within our secondary academies we have a clear and specific vision for behaviour, curriculum and teaching principles, which is codified and widely shared.

Our shared values are scholarship, curiosity & tenacity. We are unapologetically ambitious for every child, regardless of their background, prior attainment or needs. Our goal is to ensure that all our scholars have the option to attend university or pursue an aspirational alternative. Through quality first teaching, we work tirelessly to remove any barriers to success for all children.

## OUR KEY CHARACTERISTICS

- Exceptionally high aspirations, with a firm emphasis on academic attainment
- Ambition for every scholar to have the option to attend university or pursue an aspirational alternative
- A knowledge-rich curriculum
- Innovative teaching approaches focusing on direct instruction, means of participation, and developing fluency, greatly influenced by Lemov's 'Teach Like a Champion', Rosenshine, and recent developments in cognitive science
- A commitment to reducing unnecessary tasks through our academy-led Workload Charters
- A belief that our staff are our greatest asset, fostering a developmental environment where everyone can thrive and grow in their role
- A calm and purposeful learning environment that is warm, welcoming, and friendly
- Centralised behaviour systems to further support teacher workload
- A focus on improving reading ability
- A broad range of extra-curricular activities, including sports, music, performing arts, and academic clubs.



# About Astrea Academy Trust

## 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 students 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.

## WHAT ASTREA OFFERS

- Ongoing CPD, career development, and promotion opportunities
- Extensive support and progression opportunities
- Collaborative planning with a developing centralised KS3 curriculum and associated artifacts
- A feedback policy focused on whole-class feedback – no onerous marking policies
- Disruption-free learning and a 'warm/strict' behaviour system
- Highly visible/supportive senior leaders who have your back
- Centralised detentions, including homework detentions - no need to organise, run or chase them
- No formal graded lesson observations – just ongoing 'no-stakes' drop-ins based around instructional coaching for continuous development
- Excellent support from the Astrea Trust Central team and other colleagues in secondary schools

# Codifying Culture

‘We are what we repeatedly do.  
Excellence, then, is not an act, but a habit.’

## Excellence is a habit



Students rise to meet our high expectations. Maintaining our standards is paramount to establishing strong cultural norms and fostering a culture of excellence.

## Warm/Strict (WWF)



We maintain high expectations for students while fostering an environment of warmth, genuine care, and positivity. This nurtures a supportive learning atmosphere which is both disciplined and joyful.

## Joy and belonging



Belonging is one of the most powerful human emotions. Our school creates warm, welcoming, and friendly environment that are fully inclusive, ensuring every student feels joy and a sense of belonging.

## Kindness & Politeness



These values are essential for a positive school culture. We foster an environment where kindness, politeness, and gratitude are consistently practiced, creating a respectful and supportive community for all students.

## Purpose not power



Actions, intentions, and words are guided by purpose, not merely by positions of authority. All colleagues can clearly articulate the rationale behind actions and decision-making processes.

## Over communication



We consistently revisit and reinforce our mission, values, and principles. Over-communicating our core purpose ensures everyone remains aligned. Our values are lived not laminated.

# Codifying Culture

‘A strong culture is taught not caught’

## Praise & Recognition



Recognition, praise, and rewards drive positive change. We aim to praise students every lesson, every day. Sanctions are issued when wrong choices are made.

## Rowing together



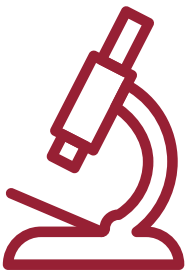
Aligned around our vision and values, all staff row together with relentless consistency. Ignoring issues undermines our culture; instead we collectively row together for the benefit of all.

## Aspiration



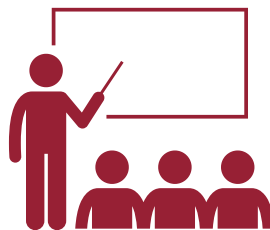
We deliver a knowledge-rich curriculum providing the foundation for excellent outcomes and further opportunities. We believe everyone can succeed. We focus on raising attainment, not just aspirations, turning goals into reality.

## Sweat the small stuff



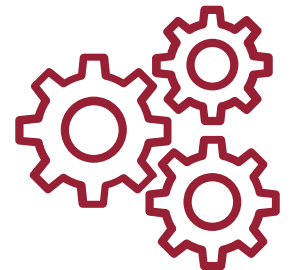
Leaders and staff adopt a meticulous approach, with a relentless drive to ensure fundamental basics are consistently in place and maintained at all times.

## Teachers can teach and students can learn



We are committed to fostering an environment where exemplary behaviour is the foundation for disruption free learning. All teachers and support staff can teach and do their jobs free from disruption, no matter their status.

## Routines



Universal classroom routines help establish a culture focused on learning. By setting shared expectations and consistent behaviours, we shape the values and norms that define our school community.

# About the role

|                |                                       |
|----------------|---------------------------------------|
| Role Title     | Vice Principal - Quality of Education |
| Responsible to | Director of Curriculum and Assessment |
| Salary         | LS20 - LS24                           |

## PURPOSE OF THE ROLE

This is a rare and exciting opportunity to join our Trust as Vice Principal for Quality of Education across our secondary schools in Cambridgeshire. The Trust-Wide Vice Principal for QofE will be deployed to one of our Cambridgeshire academies to enhance the existing senior leadership team. The duration of the placement will be based on academy needs and will play a key role in its development.

We are looking for an outstanding leader who shares our vision to deliver an excellent quality of education for every scholar and who is driven by our commitment to disrupt disadvantage. In this role, you will take the lead in raising standards and improving the quality of education for secondary scholars across the region. Working closely with Senior Leadership Teams, the Secondary Curriculum Team, and both the Deputy Director and Director of Secondary Education, you will be at the forefront of driving transformational change. This is a unique chance to make your mark. You will shape and lead Trust-wide secondary strategies and frameworks, influencing the future direction of our schools. We are looking for a leader with the expertise, vision, and determination to secure rapid improvement, ensuring high-quality teaching and learning is at the heart of every classroom.

The successful candidate will bring:

- A proven track record of improving the quality of education at scale
- The knowledge, skill, and passion for delivering high standards of teaching and learning
- The ability to inspire, support and motivate others through strong leadership and communication
- The organisational capacity to manage a diverse and ambitious portfolio of work

We welcome applications from leaders with a range of academic backgrounds and specialisms. The role will be finalised in consultation with the successful candidate and the Trust leadership team.

# About the role

## KEY RESPONSIBILITIES

- The leadership of Quality of Education in one of our Cambridgeshire secondary schools.
- The line management of Assistant Principals, as appropriate.
- The effective implementation of the Astrea Way and QoE Frameworks.
- Take responsibility for day-to-day management of the school, alongside the Principal.
- Develop a culture of constant improvement.
- Lead on the professional development of staff.
- Support the Principal with the development and implementation of the school development strategy.
- Ensure that disadvantaged children are positively impacted and provided with an inclusive education experience.

## ACCOUNTABLE FOR

- High quality leadership of projects and delivering on agreed targets.
- Securing exceptional scholar outcomes across placement Trust school.
- Providing high quality leadership in quality of education.
- Assuring that effective procedures are undertaken for recording, monitoring, analysing and
- acting upon a range of data sets as needed to implement and measure the impact of
- school improvement strategies.
- Ensuring quality assurance procedures are undertaken rigorously.
- Staying informed of current educational development, policies and research as needed to
- influence and drive school improvement.
- Providing high quality mentoring and coaching to senior leaders, curriculum leaders and
- relevant staff.
- Undertaking any other professional duties, which are reasonably delegated by the Principal.



# Person Specification

## QUALIFICATIONS

- Qualified Teacher Status (QTS)
- Evidence of continuous INSET and commitment to further professional development

## EXPERIENCE

- Excellent subject knowledge and expertise
- Secondary teaching experience
- Middle or Senior Leadership experience
- Proven track record of achieving excellent outcomes

## KNOWLEDGE & UNDERSTANDING

- Secondary Assessments
- Subject-specific current research and evidence-based practice in teaching
- Curriculum development and design

## PERSONAL SKILLS & ATTRIBUTES

The ability to:

- Promote the Trust's aims positively, and use effective strategies to lead and manage
- Develop good personal relationships within a team
- Establish and develop close relationships with parents, trustees, Trust senior staff, governors and the community
- Communicate effectively (both orally and in writing) and be approachable to a variety of audiences
- Work in an organised manner, committed to the task in hand
- Lead and manage highly effective teams

## DESIRABLE

- Experience of working at trust or system level
- Experience of leading cross-school improvement
- Experience of designing and delivering training at scale

**Operational success**

relies fundamentally

on **the success**  
**of our people** 

# Candidate Charter

**We want every candidate to have an informed, engaging, and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.**

## **OUR COMMITMENT TO YOU**

- Transparency – we will treat you with respect, honesty and fairness.
- Protecting your privacy – we'll ensure your information is secure and handled sensitively.
- Understanding – you will be given everything you need to make informed decisions.
- Showcasing talent – we will provide a good opportunity for you to share your skills, experience and potential.
- Feedback – we will provide constructive feedback professionally and promptly.
- Listening – we welcome feedback and we'll act on what you have to share.
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce.

## **WE WILL:**

- Provide you with clear, accurate and timely information.
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need.
- Respond to enquiries promptly and usually within 24 hours during the working week.
- Adopt a fair and consistent assessment process.
- Make sure you have all the documentation and details you need for an interview, well in advance.
- Provide you with real insight about what it's like to be part of our team.
- Ensure all offers are fair and equitable.
- Seek feedback on your experience at every opportunity, so we can continue to improve.

## **IN RETURN WE ASK THAT YOU:**

- Be honest and upfront about your experience, aspirations and motivations.
- Provide open and accurate information when submitting an application.
- Always give yourself the best opportunity to succeed – research who we are and how we work.
- Let us know if situations change in relation to your interest and help us understand why.
- Prepare yourself for interview and let us know how we can support you.

# How to apply

## Your application

If you like what you've read so far and think you can see yourself as a key member of the Astrea team, it's time to fill in your application.

Your application is an important part of the selection process as it's used to determine whether or not you'll be chosen to have an interview. It's really important that you try to capture all of the relevant information we have asked for on the form so we can get a good feel for who you are and why you're great.

All applications must be submitted through My New Term - the link to our careers page is here:  
[Astrea Academy Trust Careers Page Link](#)

## Tips for a great application

- Check out the person specification - this highlights the key aspects we're looking for.
- Show us what impact you have had in your current setting, what have you implemented, how did you do this, what were the results and what did you learn.
- Be yourself. Your personality, values and vision are the most important to us - you must be a great fit!
- Be sure to read this pack and our policies thoroughly to ensure you are fully aligned to our ways of working. If so - tell us about it!
- Make sure you tell us what skills you have that make you perfect for this role. Tell us the impact of your work, don't just list the tasks that you have completed.
- List any formal qualifications on your application. We'll need to see the certificates for your qualifications at interview stage.
- Make sure you include paid work, unpaid work and any work experience in your employment history. Start with your current employment, or if you are currently unemployed, your most recent employment. If there are any gaps in your employment, you must tell us why for safer recruitment purposes.
- At least one of your referees should be your current employer. If you are not currently employed, provide your most recent employer. If you don't have any employment history, think about professional referee's who would best describe your strengths for the role and your suitability to work with children.

# How to apply

Astrea Academy Trust are an equal opportunities employer, committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an enhanced Disclosure & Barring Service check and satisfactory employment references.

As well as verification of identity, we ask all successful candidates to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

## **DISABILITY CONFIDENT EMPLOYER**

Astrea Academy Trust is 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.



# Any questions

## **Who do I contact if I have any questions about the role?**

If you'd like to speak to a colleague ahead of submitting an application, please refer to the job advert and contact the lead person for the specific role. We'd love to answer any questions you may have. Likewise, a phone call or teams meeting may work for you - please reach out and we'll make it happen.

## **Who should I contact if I have any special requirements?**

If you're unable to complete our online application form and need some support, and/or you need our documents in an alternative format, for example, large print, please contact our recruitment team [Recruitment@astreaacademytrust.org](mailto:Recruitment@astreaacademytrust.org).

## **How long will it take for you to decide if I've got an interview?**

This can vary depending on the number of applications we receive for each vacancy. Generally speaking, we do try our best to make or decision and contact applicants invited for interview within a week of the closing date.

## **Will I be notified if my application is unsuccessful and will I receive feedback?**

We know how much time and effort goes into an application and we really appreciate the time you've taken to apply for a job with us. During the shortlisting stage, your application status will be updated on MyNewTerm & you will receive an automated email from the system. Due to the volume of applications we receive, we're unable to provide feedback to unsuccessful candidates at the shortlisting stage.



# Our Academies

## PRIMARY



## SECONDARY



## ALL-THROUGH



## SPECIAL



Please visit our website to  
learn more.

**[www.astreaacademytrust.org](http://www.astreaacademytrust.org)**



**Astrea Academy Trust**

LEARN, THRIVE, SUCCEED