

DERBY MOOR SPENCER ACADEMY



Vice Principal Candidate Information Pack

Together we succeed

Achievement

Aspiration

High Expectations

Community



Principal's Foreword

Following the promotion of the current post-holder, I am excited to share an excellent and rare opportunity to join the senior leadership team as a Vice Principal at Derby Moor.

We are looking for an ambitious, experienced leader to become our next Vice Principal and help to lead the academy through its next phase, exciting phase of development. The vacancy offers significant potential for career development and will provide opportunities to prepare for headship whilst demonstrating tangible impact upon the life chances of our young people. The role will involve strategic oversight of a broad and challenging portfolio and will involve the line management of Assistant Principals and Faculty Leaders. The current post holder oversees Quality of Education - leading on the curriculum, QA, student outcomes, assessment and examinations. This will likely form the portfolio for the successful candidate but there may be some scope for adjustment based upon strengths and expertise.

Derby Moor is a unique place to work, and the successful candidate will join us at an exciting time as we finesse a number of aspects of our provision in the pursuit of excellence. The academy has a track record of consistently strong outcomes for young people, we have recently been designated as a World Class School, we hold the Platinum Careers Mark and have been recognised as a Centre of Excellence for our Inclusive Provision.

There are multiple examples of exceptionality that the successful candidate may be asked to lead on alongside some areas that require an inspirational leader to move things forward towards excellence.

We welcome applications from experienced senior leaders with a track record of leading teams with impact. I would strongly encourage a visit to the school or a conversation prior to application in order to help candidates understand the role, our context and to gain an insight into what being a leader at Derby Moor entails. See page 8 for details on how to make contact.



Academy Values

Our motto at Derby Moor is “Together we succeed.” When our students, staff and wider community unite and work in collaboration, we are stronger. Together we can challenge social injustices, create safe spaces and making a positive contribution to the world we share. Together We Succeed.

Our motto is underpinned by our four core values:

- **Achievement** – We believe that everyone can achieve, regardless of background or personal circumstance.
- **Aspiration** – We believe our students and staff can be the best in their chosen field. Our renowned employability curriculum gives our students the knowledge, skills-base and experiences they need to aim for greatness and to aspire to be the best they can be. For staff, our bespoke CPD offer ensures they have developmental opportunities and are supported to become expert practitioners.
- **High Expectations** – We believe high expectations are the foundations of success and expect the highest standards from our community. This is in terms of their conduct, communication and commitment to their own development. We are preparing students for life and the world of work, as such, we will not settle for anything less than excellence
- **Community** – We believe that the community at Derby Moor is unique and is key in preparing our young people for life in modern Britain. Our community is diverse and we all embrace the rich variety of faiths, cultures and backgrounds that exist here, working together to ensure everyone feels valued, safe and fulfilled.

At Derby Moor we take great pride in the facilities that we offer our students. Our school was re-built in 2013 and features a modern welcoming entrance plaza, state of the art technology and a diverse range of learning spaces and sports facilities. A state of the art environment does not make the school great - the relationships between staff and students, the unique sense of community, a commitment to the latest educational research, excellent CPD and an aspiration to never settle for 'good enough' is what makes Derby Moor such a special place to work and to learn. We are seeking to appoint an excellent teacher and inspirational leader, offering a good track record of securing improvement, who will help us move the academy forward on our pursuit of excellence.

Achievement

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Making a difference at Derby Moor

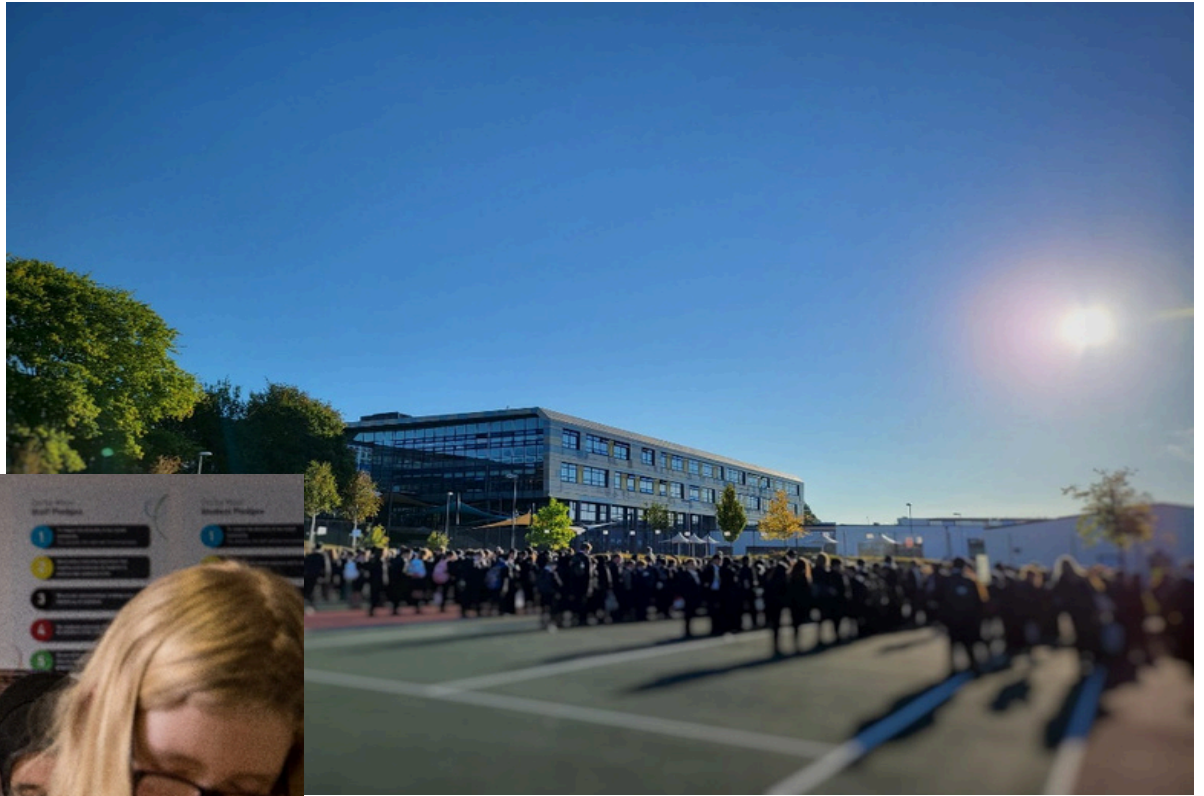
Our mission at the academy is to help drive social mobility and ensure all of our students have a rich variety of opportunities whilst at school and beyond. Our value of aspiration is about our young people being able to secure the best apprenticeships, gain access to the most ambitious courses at university and, ultimately, securing fulfilling and influential jobs that enable them to contribute positively to society. To achieve this, we start with inclusion – Once a Derby Moor student, always a Derby Moor student, regardless of start point, circumstance or individual need, we firmly believe that all our young people are capable of fulfilling their potential. Meeting their needs and removing barriers are key pillars to the success we have seen for students in terms of their academic success and their progression into post 16 and post 18 pathways. In addition to the main school being oversubscribed, we have a full and vibrant Sixth Form which has a trajectory of strong outcomes and a renowned enrichment and pastoral programme.

We are proud to have the exceptional work we do at Derby Moor validated by external bodies. We were recognised as a World Class School in the last academic year showing that our students share the same characteristics and attributes as young people in the best schools across the country, less than 100 secondary schools hold this mark. We have achieved the Platinum Careers Quality Mark as recognition of the innovative and unique employability framework we have which sees students being mentored by local, national and international employers. In recent years we secured the Inclusion Quality Mark but, in doing so, we were also recognised as a Centre for Excellence of Inclusion. These 3 pillars, alongside a robust curriculum and framework for teaching and learning give our students the basis to achieve all they are capable of in preparation for entering the 21st century workforce.

The successful applicant for this post will have a significant role in shaping the next phase of our journey as we strive for excellence in all areas of our provision. In doing this, they will make a significant difference to the life chances of the wonderful young people we connect with each day. This is a unique opportunity for a leader to develop their skillset in a diverse and supportive academy. I look forward to meeting prospective candidates in advance of interview and I'm excited by the prospect of listening to the thoughts and ideas of those invited to the selection process. Together We Succeed.

Scott Doyle, Principal





Chief Executive



Paul West, Chief Executive Officer

Thank you for your interest in this leadership role with Spencer Academies Trust (SAT). SAT is an educational charity, Multi-Academy Trust and Sponsor of Academies. We have approaching 16000 children and young people in our academies and employ more than 2200 teachers, leaders and educational support professionals across the East Midlands. We aspire to be a leading regional high performing Trust, with a national reputation for excellence.

We currently have 17 primary academies, 8 secondary academies and one primary aged special school in our family of schools. All of our schools benefit from the collaboration and added value that being a member of our Trust offers, and share our values and beliefs.

Spencer Trust academies share an ambition to deliver results that compete with the very highest performing schools in the country, and deliver a curriculum for students that is underpinned by breadth, opportunity and quality: one that seeks to give young people the opportunity to develop into well rounded global citizens that believe they can influence positive change in the world.



Aims of Spencer Academies Trust

Mission

Our Mission is to deliver the best possible outcomes for children and young people.

Vision

Spencer Academies Trust is an exceptional Trust, providing an outstanding education for local children.

We Believe:

- All children have a right to a quality education regardless of background or ability, and have an entitlement to the opportunity of a secure progression route in their learning and development.
- Schools are stronger when they work in collaboration with each other, operate within a 'family' and are open to a true sense of partnership.
- We grow the effectiveness and sustainability of our schools by developing the people within them, and that through shared and equitable responsibility for quality and outcomes; we achieve more.

Our Trust Behaviours

- Straight talking and sincere
- Love to deliver
- Obsessive about detail
- Strive to do it differently
- Share responsibility, celebrate success together

Our Leadership Behaviours

- Leadership by example
- Passion for people
- Coaching not critiquing
- Understand your impact
- Having humility



How to apply

Thank you for your interest in this exciting opportunity as Vice Principal at Derby Moor Spencer Academy. For more information, please refer to our website and the Trust website at:

www.derbymoorspencer.org.uk

www.spencertrust.org.uk

Applications for this post must be submitted on our online portal, 'My New Term' which can be found [here](#).

which can be found at

In addition to the application form, candidates should complete a covering letter detailing the relevant experience, achievements and qualities that make them suitable for the role of Vice Principal. This should be no longer than 2 sides of A4 (size 11 font) and should be related to the person specification and job description. Letters will be checked for AI input - please write your letter from scratch, tailoring it to our school and this role. Written communication is a vital part of this job.

For us to adhere to safer recruitment guidelines and best practice, please ensure your completed application form:

- Accounts for any gaps in employment
- Provides detail of all your employment by month as well as year
- Include the names, addresses, phone numbers and email contact details of two professional referees who must be your current and previous employers.

For a confidential discussion with the Principal, to arrange a visit, for further information and any questions please contact:

Alyson Woodcock:

☎ 01332 772 706

✉ awoodcock@derbymoorspencer.org.uk

Informal Visit Dates:

Tuesday 6th January - 9.00

Monday 12th January - 9.00 and 16.00

Tuesday 13th January - 9.00

Thursday 15th January - 9.00

Monday 19th January - 16.00

Friday 23rd January - 9.00 and 16.00

Closing date for applications: Monday 26th January 9.00

Interviews: W/C 2nd February 2026

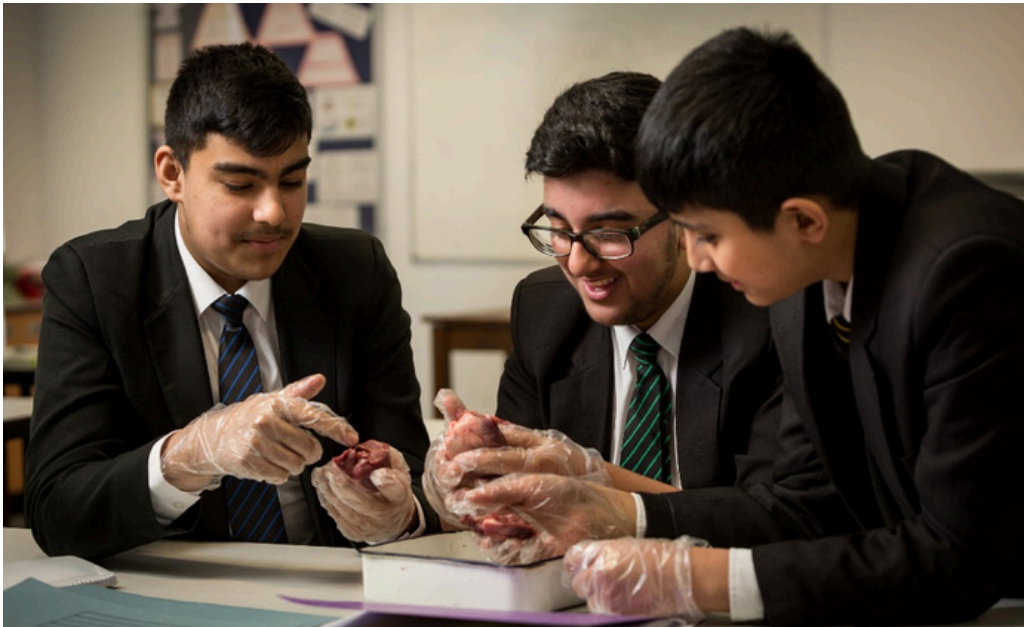
All applications will be acknowledged.

Spencer Academies Trust is an equal opportunities employer.

Spencer Academies Trust is committed to safeguarding and promoting the safety and wellbeing of children and young people. This post will be subject to all relevant pre-employment checks including enhanced DBS with children barred list and completion of Level 2 safeguarding training.







Terms and Conditions

Term	Permanent
Pension	Teachers' Pension Scheme
Hours	Full Time
Right to work	The successful applicant will need to provide proof of the right to work in the UK before taking up the post.
Safeguarding	The successful applicant will need to complete level 2 safeguarding training (online) prior to taking up the post.

Establishment:	Derby Moor Spencer Academy
Post Title:	Vice Principal
Grade/Pay Range:	L18-22
Reporting to	Principal, Derby Moor Spencer Academy



Job Description

- To support the Principal and Senior Team in the strategic and operational leadership and management of the Academy, promoting its values and motto and acting as a visible ambassador for the Academy and Spencer Academies Trust.
- To take a key strategic role within the Senior Leadership Team to develop the ethos, vision, direction, plans, policies, procedures, self-evaluation and improvement of the school.
- To plan, lead, develop, evaluate and hold lead accountability for the academic work of the school in order to enhance the quality of teaching and learning and student achievement across the school through curriculum, teaching and learning and assessment development.
- To lead and hold oversight of the whole school curriculum, maintaining the highest quality of provision throughout the academy.
- Hold accountability for assessment, ensuring it's purpose, validity and timeliness drives improvements in outcomes for all students.
- To maintain strategic oversight for improving academic outcomes and student progress.
- To stay abreast of current developments within education, including statutory frameworks, pedagogy, educational research and examination requirements.
- To lead staff in overseeing high expectations for student conduct.
- To promote harmonious relationships within the school and to maintain relationships with organisations representing teachers and other members of the school's workforce.
- To take delegated responsibility to support the Principal to lead and manage the direction of the school and designated Faculty Teams.
- To lead and manage staff in planning, leading, evaluating and disseminating work in the school.
- To lead and manage the school's workforce with due regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.
- To lead on internal investigations, conducting processes and preparing reports to the Principal as directed.
- To consult and communicate with the governing body, staff, pupils, parents and carers.
- To lead collaboration and work with colleagues and other relevant professionals within and beyond the school, including relevant external agencies and bodies.
- To undertake any professional duties of the Principal reasonably delegated by the Principal. If the Principal is absent from the school to undertake their professional duties to the extent required by the Principal.
- Safeguard all pupils and promote and maintain the safety and wellbeing of pupils and staff at all times
- Make a contribution to the Spencer Academies Trust, and support, where necessary, any of our Trust Schools.





Job Description

Working Hours

The contracted working hours of a teacher do not apply to members on the Leadership Spine, a member of the Senior Leadership Team must work such reasonable additional hours as may be necessary to enable the effective discharge of their professional duties.

Members on the Leadership Spine do not operate on a time bound contract but the Principal has a duty to ensure a reasonable work life balance is maintained.

Line Management:

Responsible to: Principal

Part one: Teaching

A teacher must:

Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students

- Be accountable for students' attainment, progress and outcomes.
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
- Encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge.

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).



Job Description

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- make use of formative and summative assessment to secure students' progress.
- use relevant data to monitor progress, set targets, and plan subsequent lessons.
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- deploy support staff effectively.
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- communicate effectively with parents with regard to students' achievements and well-being.



Job Description

Part Two: Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
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• Part Three: Pastoral Care and Guidance

- It is the duty of members of the Senior Leadership Team to promote the general progress and well-being of individual students and any group of students
- To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- To make records and reports on the personal and social needs of students.
- To communicate and consult with the parents of students.
- To communicate and co-operate with persons or bodies outside the school.
- To participate in meetings arranged for any of the purposes described above.
- To attend assemblies, to register the attendance of students and to supervise students when required.

Part Four: Other

Appraisal

- To participate in arrangements agreed at Derby Moor Spencer Academy for the appraisal of his/her performance and the development identified.

Cover

- To lead and manage cover in the school, providing cover where needed to ensure that cover is implemented according to Rarely Cover guidance.

Policies

- To understand and comply with all school policies.
- To take all reasonable steps to ensure that Health and Safety requirements are observed, both on the school premises and elsewhere.



Job Description

Part Five: Vice Principal

To be responsible for agreed areas of school leadership including:

To support the Principal in providing whole school strategic direction on:

- School Quality Assurance processes, Self Evaluation and School Improvement Planning.
- Overseeing and managing the whole school curriculum. Ensuring the delivered content is relevant, meets the needs of the community and prepares young people for both examinations and employability beyond their school life.
- Ensuring a high quality of provision throughout the curriculum using a range of QA methods and data analysis.
- The administration of internal and external assessment arrangements.
- Responsibility for assessment and reporting.
- The development and management of staff and the leadership of school education support professionals.
- The formal and informal support of staff pastoral needs where appropriate.
- The promotion of high quality cpd and training for all staff at all levels.
- Liaison with other schools, SAT colleagues, wider networks and with other appropriate institutions or representatives.
- The supervision, guidance and monitoring of the work of post-holders under direct line management.

Specific Responsibilities held by the Vice Principals include the following, the division of these roles will be determined by the qualities and experience of the successful candidate:

- To take an active role within the Senior Leadership Team to develop the ethos, vision, direction, self-evaluation and improvement of the school.
- Line management of Assistant Principals and Middle Leadership colleagues.
- Oversight of public and internal examinations.
- Oversight of reporting to parents/carers.

- Management of raising standards.
- Oversight of extended learning including work related learning, employability, educational visits, development of specialism and family learning (e.g.) CEIAG.
- Oversight of Pupil Premium budget and impact.
- Responsible for all aspects of student support specifically student care, welfare and personal development.
- Oversight of arrangements for Alternative Provision.
- Whole school oversight of tracking, monitoring and intervention strategies to promote high standards in attendance, punctuality and appearance
- Strategic lead on the review and development of whole school rewards
- Leadership of procedures to ensure outstanding attitudes to learning and exemplary behaviour for learning.
- Lead responsibility for all aspects of curriculum delivery.
- Responsible for raising the achievement of students at all levels so that national expectations are consistently exceeded.
- Strategic oversight of teaching/education support professional's CPD including in-house training events/programmes and external provision.
- Development and delivery of teaching/educational support professional appraisal programme.
- Lead responsibility for whole school development of outstanding teaching and learning.
- Oversight of the Initial Teacher Education & Newly Qualified Teacher support programmes.
- Oversight of staff induction.
- Oversight of parents' evenings and presentation events.
- Management and development of transition programmes.
- Oversight of assessment policy and practice.
- Leadership of raising the achievement of disadvantaged students and those with SEND.



Job Description

- Lead on provision of curriculum opportunities for SMSC, British values etc.
- Responsible for ensuring adherence to safeguarding including Single Central Record.
- Designated Child Protection Officer.
- Oversight of attendance, admissions and exclusions.
- Strategic oversight of the IYFA protocol and the school's application of this.
- Strategic lead for Looked After Children (LAC).
- Lead for Safeguarding.
- Engagement with outside agencies.
- Responsible for quality of provision in the sixth form.
- Coordination of the regular faculty leaders, progress leaders and middle leaders meetings.

General:

- To lead meetings and effect or respond to liaison with others.
- To lead on the management of the annual Appraisal of teaching and education support professionals within the school.
- To assist the Principal in the selection and appointment of staff.
- To lead and be accountable to the Principal for the spending of capitation allowances and the management of school resource.
- To take all reasonable steps to ensure that the environment of the school is maintained in good order, including fabric, furniture and equipment.
- To ensure that staff maintain a stimulating learning environment within the school.
- To ensure that the requirements of school policy in all matters are observed in the school's practice and procedures.
- To lead on the management of staff performance within the school.
- To lead and monitor the work of Assistant Principals /Faculty Leaders/Progress Leaders/Year Managers/Support Team Leaders in directing their teams.

Safeguarding children and Safer Recruitment

- Ensure safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by Spencer Academies Trust.
- Ensure that all policies and procedures adopted by the Trust are fully implemented and followed by all staff.
- Ensure that sufficient resources and time are allocated to enable the designated safeguarding lead and other staff to discharge their responsibilities.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
- Participate in the Trust Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.



Person Specification

	Essential	Desirable
Qualifications and experience		
Qualified Teacher Status Good Honours degree Evidence of appropriate professional development Proven track record of excellent classroom practice Evidence of successful leadership of at a senior leadership level Evidence of impact in an area of whole school responsibility Experience of leading effective professional development of staff Lead/deliver In-service training in leadership & management	* * * * * * *	*
Knowledge and skills		
A clear educational philosophy Ability to see the big picture, think strategically and maintain a hands on approach Understanding of recent educational developments Good knowledge and understanding of pedagogy and how to help students learn, effective learning strategies and the ability to apply this to everyday teaching Engagement with research Good understanding of effective guidance and pastoral systems Effective disciplinarian – commands respect e.g. assemblies Ability to support others with behaviour management strategies Understanding of new Ofsted framework	* * * * * * * *	



Person Specification

	Essential	Desirable
Knowledge and skills		
Commitment to and ability to raise achievement for all Proven track record of raising academic standards, good examination results and delivery against targets Experience of leading and implementing a range of effective intervention strategies Able to use data to inform initiatives, for target setting and improving performance Role model as excellent classroom practitioner – capable of delivering consistently effective/impactful lessons, using a range of teaching and learning strategies and using effective behaviour management A student centred, inclusive, positive, “can do” approach to learning Proven track record of improving teacher performance Ability to ensure excellent standards of behaviour at all times Confident use of new technologies as a tool for learning Experience improving teaching through effective monitoring and evaluation of classroom practice and feedback	* * * * * * * * *	
Excellent leadership and management skills in line with the national standards, including interpersonal, communication, organisational, administrative and ICT skills Ability to lead, provide the big picture and whole school perspective and command respect Highly motivated and able to motivate and inspire staff and students Ability to lead, support, develop and motivate teams Ability to delegate responsibility, deploy staff effectively and provide a focus for improvement Ability to innovate, manage change and evaluate its impact Excellent problem-solving skills A role model for staff and students Developed skills in self-evaluation and the ability to apply the Ofsted Education Inspection Framework to improve performance Ability to be an ambassador for the Academy, present at conferences and provide support for other schools Innovative approaches to leadership, management, teaching and learning	* * * * * * * * * * *	



Person Specification

	Essential	Desirable
Personal qualities		
Commitment to the Spencer Academies Trust ethos and culture, getting things right first time and the pursuit of excellence	*	
Personal gravitas, presence and impact which inspires others	*	
Energy, enthusiasm and a positive can do approach	*	
Tenacious and able to pursue matters to a close	*	
High level oral, written, communication and evaluation skills	*	
Excellent interpersonal skills, a person who enjoys working with young people and can empathise with colleagues	*	
Ability to be reflective and self-critical		
Ability to remain calm, focussed and effective under pressure and meet tight deadlines	*	
Flexibility in working practices and adaptability to change	*	
Commitment and willingness to go that “extra mile”	*	
Excellent record of punctuality, attendance, health	*	
Adherence to the Academy’s professional code of conduct and dress	*	
Commitment to establishing links with the community and businesses	*	
Commitment to collaborative working with other schools and HE	*	
Willingness to work with other schools as part of the Trust	*	
Commitment to the principles of Investors in People, Equality and Diversity	*	
Sense of humour, common sense and the ability to maintain a sense of perspective	*	
Potential for Headship	*	
Commitment to the highest standards of child protection and safeguarding	*	
Recognition of the importance of personal responsibility for health and safety	*	



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