



V E N N

EDUCATION GROUP

Assistant Principal

Wragby Academy, Nostell, Wakefield

Appointment: Opening September 2026

Salary: Key Stages 2–4 (L5-9 £57,134 - £63,067)

Specialist Provision: Autism Spectrum Disorder and Communication Needs

Contract: Full time, Permanent



Welcome

Dear Colleague,

Wragby Academy is not simply a new school. It represents a strategic commitment to reshaping specialist provision across Wakefield. Too many children with Social, Emotional and Mental Health needs (SEMH) and Speech, Language and Communication needs (SLCN) are currently educated out of area or in settings that do not fully meet their needs. Wragby Academy is being established to change that. For September we are looking for an assistant principal and four teachers who want to be part of building something exceptional from the very beginning, as we phase the pupil. This is not a typical teaching role. Joining Wragby means contributing to the creation of a culture, curriculum and set of practices that will shape children's experiences for the next decade.

You will play a pivotal part in designing and delivering highquality learning, building strong relationships, and establishing routines and systems that enable pupils to feel safe, understood and ready to learn. You will work with a dedicated team who share a belief in high expectations, relational practice and a relentless focus on helping pupils make meaningful progress, academically, socially and emotionally.

Wragby Academy will open in September 2026 on a fully refurbished site in Nostell. It will grow to 120 pupils from Key Stage 2 to Key Stage 4. The academy will be a provision to specialise in ASD and communication needs, with a smaller, highly personalised pathway for pupils with more complex learning needs.

We want Wragby to become a centre of excellence within three years. That means a strong, predictable culture; a carefully sequenced SEND curriculum; purposeful behaviour systems; and rigorous safeguarding and pastoral structures—right from day one.

If you are looking for a role where every day makes a difference, where your expertise is valued, and where you can help build a school that will transform opportunities for children and families, I would welcome your application.

Dr Simon Witham

Chief Executive Officer

Venn Academy Trust & Venn Education Group



Assistant Principal Recruitment Advert

Lead in the Launch of a New Specialist Academy

Wragby Academy opens in September 2026, offering a highly structured, nurturing and ambitious environment for pupils aged 8–16 with ASD and communication needs. This is a rare opportunity to help shape a school from its earliest days — its culture, systems, curriculum and longterm vision.

We are seeking an exceptional Assistant Principal to join our founding leadership team and play a central role in establishing Wragby’s identity, its professional standards and its uncompromising commitment to improving pupils’ lives.

Why Lead at Wragby?

A Role With Real Influence

As Assistant Principal, you will shape the academy’s core structures, from behaviour and inclusion systems to curriculum design, professional learning and safeguarding culture.

A Trust Committed to Specialist Excellence

As part of Venn Education Group, you will have access to a wealth of SEND and SEMH expertise, trustwide collaboration, highquality leadership development and robust operational support through Venn Academy Trust.

A Purpose Driven Environment

Wragby aims to become a highly trusted specialist setting within three years. Your leadership will directly shape the provision, outcomes and longterm trajectory of the school.

What We’re Looking For

We are seeking a senior leader who:

- Has a strong track record of improving outcomes for pupils with complex needs
- Leads with clarity, consistency, high expectations and humanity
- Understands specialist and SEMH provision, or brings the mindset and skillset to learn rapidly.
- Is highly skilled at building relationships with pupils, families and staff.
- Can design and embed systems that are purposeful, predictable and well executed
- Thrives in the challenge of building something new.
- Models reflective practice, resilience and professional integrity.



Assistant Principal Recruitment Advert

Whether you come from a specialist or mainstream background, what matters most is your practice, leadership and commitment to doing what works.

Your Role

As Assistant Principal, you will:

- Help shape and implement the academy's vision, culture and strategic direction
- Lead on key wholeschool priorities such as behaviour, curriculum, quality of education or inclusion (aligned to your strengths)
- Develop and coach staff in highquality teaching and relationshipbased practice
- Oversee consistent routines that help pupils feel safe, understood and ready to learn.
- Is the school SENCo.
- Ensure the highest standards of safeguarding and pupil welfare.
- Build strong partnerships with families, external agencies and trust colleagues.
- Play a pivotal role in Wragby's longterm growth and excellence.

Our Offer

Wragby Academy operates on terms aligned with Venn Academy Trust, including:

- Leadership pay aligned with Burgundy Book conditions.
- Access to the Teachers' Pension Scheme.
- Highquality CPD, coaching and leadership development.
- Central support across HR, finance, safeguarding, school improvement and estates
- The opportunity to influence every part of a brandnew specialist provision.

Join Us

This is more than a leadership role — it's a chance to build a school that reflects ambition, purpose and the highest expectations for pupils with the most complex needs.

For an informal conversation or further information email:

info@venneducationgroup.org

Closing Date: **27 April 2026**

Interviews: **Week commencing 4 May 2026**



Job Description & Person Specification

Job Title: **Assistant Principal**
Salary Scale: **Leadership Spine 5-9**
Responsible to: **Principal**
Location: **Wragby Academy**

Dignity at Work

To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age).

Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Venn Academy Trust.

Purpose

- To work in close partnership with the Principal, staff to lead an effective and dynamic setting.
- To ensure the highest possible quality of education, range of educational opportunities and standards of attainment for all pupils;
- To develop supportive relationships and positive liaison with parents, the local community and neighbouring school;
- To take responsibility for day to day running of the settings in the brief absence of the Principal.



Assistant Principal Accountabilities

1. To promote and safeguard the welfare of children, young people and/or vulnerable adults.

2. Leadership and Management

- To deputise for the Principal in the event of their brief absence or unavailability, by carrying out leadership and management tasks in accordance with school policy and practice.
- To assist, as part of the Senior Leadership Team, shaping a vision and direction for the settings, creating high expectations and with a clear focus on pupil achievement.
- To play a significant role in setting aims and objectives for the school and in formulating the School Improvement Plan along with the Principal, and other senior staff.
- To take responsibility for developing and monitoring policy and practice as laid down in the School Improvement Plan, and in agreement with the Principal.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- To be an excellent role model for all members of staff and for pupils in all aspects of school life.
- To take a leading role in improving the involvement of parents, carers and the community in the life of the academies.
- To provide effective leadership and management to team/teams of staff, as agreed with the Principal.
- To take full responsibility for leading and managing one or more major aspects of the academies' curriculum provision, as agreed with the Principal.
- To take a lead in determining and monitoring the whole school curriculum including the creative curriculum
- To assist the Principal in self review and evaluation and in the effective planning and management of resources to secure improvements.
- To maintain an informed view of standards and of the quality of teaching across the academies by monitoring pupils' work and teachers' planning and teaching.



Assistant Principal Accountabilities

- To provide guidance and support to staff in order to improve the quality of teaching and learning.
- To actively promote equality of opportunity by assisting the Principal in ensuring the school's curriculum provides the best possible education for all its pupils, taking into account ethnicity, gender, Special Education Needs, pupils learning English as an Additional Language, disability and others with emotional needs that may affect learning.
- To assist the Principal in all aspects of the day-to day administration and organisation, as agreed with the Principal, including taking responsibility for agreed areas.
- To take a significant role in the implementation of the performance management policy, to secure school improvement and individual professional development.
- To participate in recruitment and selection, as agreed with the Principal.

3. Leading Teaching and Learning:

- To carry out a part time teaching commitment.
- Take responsibility for organising CPD.
- To provide leadership and support for colleagues (teachers and support staff) with regard to teaching and learning the curriculum, including:
 - Managing the planning and delivery of the curriculum across the setting, including developing schemes of work and medium-term plans.
 - Supporting subject leaders in developing their role, in particular to raising Standards for staff short term, medium term and long term planning.
 - Organising and delivering training to staff on school improvement e.g. assessment.
 - Supporting school staff in the use of assessment information to inform teaching and learning.
 - Supporting the induction of newly qualified and less experienced staff and /or supply teachers.
 - Providing in-class support to staff, through demonstration lessons, team teaching, observations and feedback.



Assistant Principal Accountabilities

- To undertake a significant role in maintaining high standard of pupils' behaviour and discipline, within the framework of the academies' policy and supporting other staff as necessary.
- To liaise effectively with parents and carers to ensure good relationships between school and home in order to improve teaching, learning and behaviour.
- To take a leading role in the management of the tracking of individual pupils' attainment and progress especially during transition.

4. Strengthening Community Involvement:

- Help the Senior Leadership Team to build a culture and curriculum which takes account of the richness and diversity of the community.
- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community which celebrates cultural diversity.
- Further develop community based learning experiences.
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.
- To carry out home visits when required.

5. Inclusion, Equity and Entitlement:

- To be the SENCo for the provision.
- Help the Senior Leadership Team build a culture and curriculum which takes account of the richness and diversity of the community.
- Create and promote positive strategies for developing good race relations and dealing with racial harassment.
- Ensure learning experiences for students are linked into and integrated with the wider community and celebrate cultural diversity.
- Collaborate with other agencies in providing for the intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.



Assistant Principal Accountabilities

6. Other Duties and Responsibilities

- To attend daily and weekly meetings, in accordance with policy and to lead such meetings as required.
- To take assemblies and to support other staff with assemblies.
- To prepare and present reports, as required to, e.g. the board, parents, outside agencies.
- To attend occasional meetings during evening hours, at weekends or in school holidays, as required.
- To drive the school bus.

Dimensions

1. Responsibility for Staff:

- To provide leadership and support for colleagues (teachers and teaching assistants) with regard to teaching and learning and the curriculum.
- To take a significant role in the implementation of the performance management policy, to secure school improvement and individual professional development.
- To participate in recruitment and selection, as agreed with the Principal.

2. Responsibility for Customers/Clients:

- The job impacts on all students, parents and the community, in relation to all of the Principal accountabilities.
- To inspire, motivate and influence staff and pupils, taking a leading role in maintaining the highest standards of teaching, learning and pupil discipline.
- To take a leading role in improving the involvement of parents, carers and the community in the life of the school.

3. Responsibility for Budgets:

- To assist the Principal in annual budget planning and monitoring.
- To be aware to the restraints on the school budget and assist with management of the budget.

4. Responsibility for Physical Resources:

- To advise on the resource needs and help co-ordinate these resources.



Assistant Principal Accountabilities

Working Relationships

1. Within School:

- Ability to establish good professional relationships and effective working relationships with a range of partners colleagues and pupils at a variety of levels.
- Ability to effectively manage, motivate and support all staff promoting personal accountability and responsibility.

2. With External Bodies

- Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families.



Person Specification

The information listed as essential (shaded column) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS), T = Test/Assessment, P = Presentation.

Criteria	Essential	Desirable	How Identified
1. Qualifications			
Qualified Teacher Status	✓		AF & CQ
Degree level qualification (or equivalent)	✓		AF & CQ
Evidence of recent and relevant professional development	✓		AF
SENCO qualification (or willing to work towards)	✓		AF
2. Relevant Experience			
Developing, monitoring and evaluating an aspect of school provision	✓		AF
School leadership experience and management experience		✓	AF
Experience of identifying development needs and providing support through mentoring and coaching	✓		AF
The ability and experience to be able to lead on a core subject area	✓		AF
Successful teaching observations	✓		AF, O
Successful teaching of pupils with additional needs	✓		AF
Proven track record of working with pupils with mental health	✓		AF
3. Skills (including thinking challenge/mental demands)			
Motivation to work with children with special needs	✓		I & R
Understanding of the role of the Assistant Head and ability to lead by example	✓		I & R
Ability to form and maintain appropriate relationships and personal boundaries with children	✓		I & R
Clear understanding of the inclusion agenda, including equal opportunities and special needs	✓		AF
Evidence of ability to evaluate and plan action as a result of monitoring and evaluation, including lesson observation and feedback	✓		AF & I
Involvement in leading performance management		✓	AF
Awareness of Health and Safety issues	✓		AF & I

Person Specification

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Criteria	Essential	Desirable	How Identified
4. Knowledge			
A knowledge and commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults	✓		AF
Good knowledge of issues related to the educational standards of attainment and achievement of different groups of pupils and the use of data to identify areas for development	✓		I & R
Thorough understanding of Assessment for Learning	✓		I & R
Understanding of the SEND Code of Practice	✓		AF & I
Understanding the use of ICT in education	✓		I & R
5. Interpersonal / Communication Skills			
Ability to establish professional, effective working relationships with a range of partners/colleagues and children/young people and vulnerable adults	✓		I & R
Ability to effectively manage, motivate and support all staff, promoting personal accountability and responsibility	✓		I & R
Interest and willingness to be involved in extra-curricular activities	✓		I
Awareness of other agencies/partnerships and how they can support the academies		✓	I
High level of drive, initiative, enthusiasm and positive thinking	✓		I
Excellent communication skills – written, verbal and ICT	✓		AF
6. Other			
Good time management with the ability to set and work to deadlines	✓		I & R
Commitment to providing a high-quality service to the academies	✓		I & R
Commitment to inclusive practice	✓		I & R
Commitment to own CPD – e.g. NPQH/NPQSL/SENCO qualification	✓		I & R

Person Specification

The information listed as essential (shaded column) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS), T = Test/Assessment, P = Presentation.

Criteria	Essential	Desirable	How Identified
7. Additional Requirements			
The postholder must be flexible to ensure the operational needs of the school are met	✓		I & R
Supportive reference from current employer	✓		R
8. Disclosure of Criminal Record			
The successful candidate's appointment will be subject to the Council obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau	✓		DBS Disclosure
If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record	✓		AF (after short listing)

Venn Education Group is committed to achieving fairness and equality in employment and welcomes applications from all sections of the community.

Venn Education Group is fully committed to safeguarding and promoting the welfare of pupils and expects all staff to share this commitment.

The successful candidate will be required to undertake an Enhanced DBS check.

Online searches will be carried out as part of Venn Education Group's recruitment due diligence for all shortlisted candidates, in line with Keeping Children Safe in Education.

