



**Hartshill Academy**  
The best in everyone™  
Part of United Learning



## Candidate Briefing Pack

### Assistant Principal – Data and Assessment



HEART | AMBITION | RESPECT | TENACITY



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Dear Applicant

We thank you for your interest in the role. If you are looking for an exciting, challenging and highly rewarding role that offers a strong commitment to professional development and well-being (as evidenced by our benefits below), we encourage you to apply.

This is a teaching leadership role reporting directly to the **Vice-Principal**; it is a fantastic opportunity for you to shape and support the successful futures of the pupils of Hartshill Academy.

Due to the growth and rapid improvement at Hartshill Academy this is a new role for Autumn 2026 as our leadership team grows to meet the needs of our school.

**At Hartshill, we develop the best in everyone, through Heart, Ambition, Respect and Tenacity, to empower our pupils to explore and transform the world.**

### **Hartshill Academy**

Hartshill Academy is a secondary school in Nuneaton, Warwickshire, for pupils aged 11-16. We moved into our new building in November 2023 which is set in extensive grounds. The catchment area covers very diverse urban and rural areas.

At Hartshill Academy we have high expectations of ourselves. We practice kindness and gratitude every day. Our School HART values of Heart, Ambition, Respect and Tenacity underpin everything we do. We take time to reflect on our HART values and how we can develop each day. We want to ensure we are always challenging ourselves to be even better today than yesterday. We strive to practice perfect in everything we do. We know that our daily practices become our habits, our habits become our character and our character is who we are.

We have an aspirational knowledge rich curriculum for all pupils. Our staff work collaboratively to innovate and plan inspiring learning, enabling our pupils to leave Hartshill Academy with a lifelong love of learning. We ensure there is high challenge and high support for all pupils to ensure they can access and make excellent progress in all lessons. We work hard to ensure all pupils reach their full potential and leave Hartshill Academy with the skills and knowledge to make informed decisions about their next steps. We have an excellent pastoral team who work closely with our families to ensure all pupils are supported so they can arrive to lessons ready to learn and make the most of the opportunities available to them each day.

### **United Learning**

United Learning is an exciting organisation to work for; there is a real focus on developing people and empowering innovation where staff are appreciated and celebrated. A key benefit of being part of United Learning is to have the support of colleagues across the wider group and ample opportunities to network; we recognize the powerful impact that collaboration and partnership have on colleagues. The Group's aim is to ensure that the technology, finance, HR, and data support is provided more effectively and efficiently than would otherwise be possible, so that leaders can focus on educational leadership.

United Learning is an inclusive employer and is committed to creating and sustaining a more ethnically diverse workforce. Therefore, we would very much welcome applications from professionals of all backgrounds who share our commitment but especially those of minority ethnic origin. We do hope you will get in touch with any questions you may have ahead of submitting your application.

We look forward to receiving your application.

Lorraine Taylor  
Principal - Hartshill Academy



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### **About United Learning**

United Learning is a group of Academies which aims to provide excellent education to children and young people across the country. We uniquely comprise Academies in both the state and the independent sectors and currently educate over 60,000 students and employ over 9,000 members of staff.

The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interactions between independent and state Academies in the country; creating benefits for all the Academies involved whilst respecting both traditions and learning from each other.

United Learning comprises both United Church Academies Trust, which operates our fee-paying independent Academies, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website: [www.unitedlearning.org.uk](http://www.unitedlearning.org.uk)

### **Our Ethos**

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as ‘the best in everyone’ underpinned by our core values:

**AMBITION** – to achieve the best for ourselves and others.

**CONFIDENCE** – to have the courage of our convictions and to take risks in the right cause.

**CREATIVITY** – to imagine possibilities and make them real.

**RESPECT** – for ourselves and others in all that we do.

**ENTHUSIASM** – to seek opportunity, find what is good and pursue talents and interests.

**DETERMINATION** – to overcome obstacles and achieve success.

### **Our Framework for Excellence**

To achieve our mission, our Academies prioritise five key principles:

#### **‘THE BEST FROM EVERYONE’**

We expect the best from everyone, all the time, we are all capable of extraordinary things. So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best. We also expect this from our staff; they must be determined and resilient, they must pass those expectations on to the children in all they do. We act with the utmost love, care, and good faith – the highest standards come with the greatest attention to the wellbeing of all.

#### **‘POWERFUL KNOWLEDGE’**

Our most important purpose is to teach young people things they would not learn outside school, which frees them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject- based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think, and learn.



## **'EDUCATION WITH CHARACTER'**

Academic success is very important, Exam passes are an important aspect of that. But we believe there is more to a good education; we aim to develop character, compassion, and service. Young people are expected to contribute to their School and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful School which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

## **'LEADERSHIP IN EVERY ROLE'**

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the School is a leader. In every word, tone, and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children. All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams, and create the space for others to lead. All leaders listen, develop relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident School.

## **'CONTINUOUS IMPROVEMENT'**

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.

## **Continuing Professional Development**

Our staff are one of our most important assets, we are passionate about supporting our staff, bringing out 'the best from everyone'. We work on the basis that each of us, however effective, can always learn and develop. This role is given a particular priority, given the wide-reaching impact that leaders have on the life of staff and students alike.

You will work closely with your Executive Business Manager to set personal and meaningful development objectives and you will receive all support possible to achieve and surpass these objectives. You will also have the benefit of accessing a range of internal and external staff networks and fantastic CPD opportunities. We are passionate about transparent professional development which is achieved through a supportive and robust PDR process and through processes such as 360-degree feedback.

## **BENEFITS**

- Access to a dedicated employee assistance counselling and advice line
- Westfield Health cash plan – claim the cost back on health services such as physio, dental treatments and optical services (eligible after 6 months service)
- Cycle to work scheme
- Car lease scheme
- Teacher Pension scheme



## Job Description – Assistant Principal – Data and Assessment

**Directly reporting to:** Vice Principal

### Job Purpose

- To lead the whole school approach to data and assessment
- Promote excellent academic outcomes, behaviour and attendance and for all
- Key responsibilities will be reviewed annually as part of our commitment to developing future leaders.
- To address matters that arise skillfully and promptly dealing with behaviour, attitude, standards and engagement
- To engage with parents to build and maintain positive relationships with the community
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential;
- To identify barriers and work with pupils and their families to remove these barriers
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Ensure quality pastoral provision and support to all pupils, their families and the wider community.
- The Assistant Principal will have a clear focus based on school needs, priorities, and their own development as part of the leadership team.

### Safeguarding

- To uphold the school's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

### Responsibilities and Tasks

**This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.**

#### 1. Pastoral

- Ensure behaviour expectations are clearly communicated, applied consistently and are in line with the agreed behaviour policy.
- Respond to individual pupil welfare and behavioural issues.
- Promote good attendance
- Ensure all activities are logged correctly on pupil records
- Identify barriers and work with pupils and their families to remove these barriers
- Attend meetings with parents and their families to support positive changes.
- Support the effective implementation of the school's pastoral system.
- Contribute to the preparation of Action Plans and progress files and other reports.
- Alert appropriate staff to problems experienced by pupils.

#### 2. Planning, Teaching and Assessment

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior learning
- Use Chunking, modelling and scaffolding to ensure teaching meets the needs of all pupils in the class
- Use Do Now, I Teach, We Check and You Practice to ensure effective use of lesson time.
- Making effective use of assessment and feedback to support good progress for all pupils.
- Assess and record pupils' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, to inform planning



- Undertake assessment of pupils as requested by examination bodies, department and the school.
- Participate in the school's system reporting to parents
- Ensure behaviour expectations are clearly communicated, applied consistently and are in line with the agreed behaviour policy.
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Work with the Subject Leader to ensure the implementation of department policy and best practice.

### 3. Other Professional Requirements

- Lead assemblies to support the delivery of the HART Programme if required
- Give every pupil the opportunity to reach their potential and meet high expectations.
- Effective participation in meetings and management systems necessary to coordinate the management of the school.
- Take part in school events such as Open Evenings and Progress Evenings.
- Take responsibility for own professional development and duties
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

### General

All school staff are expected to:

- To share and demonstrate the school values of Heart, Ambition, Respect and Tenacity
- Work towards and support the school's vision.
- To uphold the school's policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all pupils
- Work within the school's Health and Safety policy to ensure a safe working environment for all
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues.
- Engage actively in the performance review process.
- Adhere to school policies, procedures and core values

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning across the school and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

This job description is intended as a general guide to the duties attached to the post and is not an inflexible specification. It may therefore be altered from time to time to reflect the changing need of the service, always in consultation with the post holder.

Every member of staff at Hartshill Academy has a responsibility to promote and safeguard the welfare of children and young people with whom they come into contact.

We are an inclusive school and strive to be a learning, caring and thriving institution.

**We take the safeguarding of pupils and staff seriously at Hartshill Academy. All staff are expected to support this ethos.**



## Person Specification

	Criteria	Assessment Basis
<b>Qualifications:</b>	<u>Essential</u> Degree QTS <u>Desirable</u> Masters Leadership or management qualification (eg NPQSL)	Application
<b>Professional Experience and Understanding:</b>	<u>All Essential</u> Understanding of: <ul style="list-style-type: none"> <li>• School improvement</li> <li>• Accountability</li> </ul> Experience: <ul style="list-style-type: none"> <li>• At least 2 years' experience of a middle leadership role in a secondary setting</li> <li>• Successful teaching as demonstrated in pupil outcomes</li> <li>• Leadership of CPD</li> <li>• Pastoral responsibilities</li> </ul>	Application and Interview
<b>Professional Abilities:</b>	<u>All Essential</u> Ability to think strategically Ability to manage teams Ability to communicate effectively to a variety of audiences Ability to persuade and influence Ability to communicate complex ideas simply to a wide range of audiences Ability to manage effectively Ability to plan effectively Ability to evaluate Ability to provide comprehensive reports Ability to manage time effectively and meet deadlines	Application, Interview and Reference
<b>Personal Qualities:</b>	<u>All Essential</u> Heart, Ambition, Respect and Tenacity Honesty and Integrity High personal credibility Passion to serve the community Flexibility Resilience Embracing of accountability Commitment to making a difference	Interview and Reference



## How to Apply

As part of our commitment to safeguarding and promoting the welfare of children, it is essential that all sections of this application form are completed in full. This ensures we have all the necessary information to make informed decisions in our recruitment process.

Please complete the application form detailing your qualifications and with full employment history, including:

- All previous positions held, with start and end dates.
- A brief description of your responsibilities and achievements in each role.
- An explanation of any gaps in your employment history.

Please ensure that your application is complete, as incomplete applications may not be considered.

## Assistance for Applicants with Disabilities:

We are committed to ensuring that our recruitment process is inclusive and accessible to all. If you have a disability and need any assistance or accommodations to complete this application form, please do not hesitate to contact us directly. Our team is here to support you and can provide the necessary assistance to ensure you can complete your application.

The deadline for receipt of applications will be stated on the advert. We reserve the right to bring forward the closing date if we consider that we have received an appropriate number of candidates for the post.

## Further information

To arrange an informal discussion regarding the role please email [zeenat.sparg@hartshillacademy.org.uk](mailto:zeenat.sparg@hartshillacademy.org.uk)

## Terms and Conditions of employment

Please note the final detailed terms and conditions are subject to agreement between UL and the successful candidate:

- **Location:** Hartshill Academy
- **Start date:** September 2026
- **Starting salary:** United Learning Leadership Scale

Our pledge, to all our teachers, is that by working for us you will benefit from **more pay, more time, and more support.**

More pay...	more time...	and more support
<ul style="list-style-type: none"> <li>• We pay an average of 5% above national scales – the best rates of pay in the sector</li> <li>• Cash towards medical treatment</li> <li>• Generous staff discount scheme</li> </ul>	<ul style="list-style-type: none"> <li>• Three extra INSET days for planning</li> <li>• At least one personal day a year</li> </ul>	<ul style="list-style-type: none"> <li>• Great training for your career</li> <li>• Exceptional curriculum resources</li> <li>• Expert subject advice</li> <li>• Support for your wellbeing</li> </ul>