



THE KING'S ACADEMY

*Emmanuel Schools Foundation*

Assistant Principal (Academic Standards)

VALUED, CHALLENGED, INSPIRED



# WELCOME

Dear Applicant,

Thank you for your interest in applying for the post of Assistant Principal (Academic Standards) at The King's Academy.

Since opening in 2003 the Academy has served the local community in south Middlesbrough, as well as providing specialist education for children with visual impairments, deaf and hearing impairments and cognition and learning difficulties from across the region. We are a fully inclusive school, believing that all students and staff are made in the image of God and are therefore infinitely precious. Our vision is for all to flourish in the knowledge that they are valued for who they are, whatever their gender, race, religion or ability.

The role of Assistant Principal (Academic Standards) is a new role in the Academy's senior leadership team, supporting the Vice Principal to develop academic systems and practices that maximise achievement for all students.

We believe in high expectations for students, both in their academic studies and in their conduct. Our focus on character education encourages them to strive for personal best in all things, recognising that their character matters and that the person they choose to become is hugely important, both now and as they progress into adulthood. In lessons, students can expect to be challenged, recognising that hard work will enable them to achieve that personal best throughout their time in the Academy.

We aim for students to be inspired by high-quality teaching and learning in the classroom, led by our team of expert teachers and supported by our dedicated team of learning support assistants. We support students in identifying and growing their gifts and their talents, and encourage them to carefully consider how best to use these, for the benefit of others. We celebrate and share our students' achievements together, and are proud of the community that we are building in the Academy.

We encourage students to think deeply, not just about the academic content of their curriculum, but also about big questions in life. We believe that our Christian virtues of love, wisdom, fairness, self-control, courage, humility and integrity are universal and they embody the way we should behave and treat each other in order to ensure a successful and happy school experience and future after school. Students consider these virtues as part of our personal development programme and how they can apply them in their own circumstances.

We hope that, for all our children, the years spent at The King's Academy will be foundational, equipping them to become young men and women of good character who will be those who use their gifts and talents for the benefit of others.

If this sounds like the right fit for you, we would love to hear from you and to talk more about our school.

Simon Reader  
Principal

# MISSION

## CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

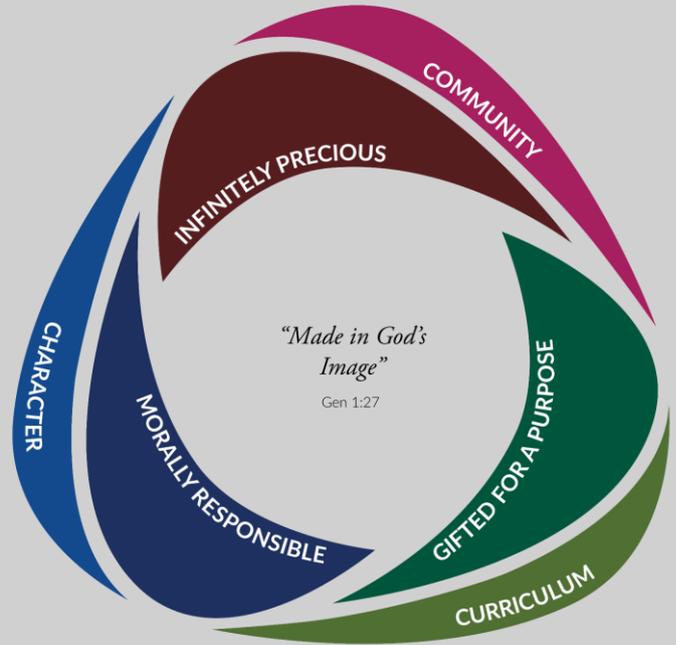
## CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

## COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

## OUR CORE VIRTUES



A young boy with short dark hair, wearing a dark blue hoodie, is shown in profile from the chest up. He is holding a black marker in his right hand and is writing on a whiteboard. The background is a blurred indoor setting with warm lighting. A large white quotation mark is overlaid on the image, positioned to the left of the text.

“

**ALL PEOPLE ARE INFINITELY  
PRECIOUS, MORALLY  
RESPONSIBLE AND GIFTED  
FOR A PURPOSE”**



“

SUPPORTING STUDENTS  
AND STAFF TO BECOME  
THE PERSON THEY HAVE  
THE POTENTIAL TO BE”

# THE ROLE

## *Summative assessment*

- Working with HODs to ensure that annual examinations are set to be rigorous and provide accurate information to support curriculum development and student intervention
- Working with HODs to ensure that meaningful, accurate and robust interim data is provided to students, parents and senior leaders
- Leading the review and analysis processes following examinations and interim assessments, including analysis of data and providing reports to the SLT and LGB
- Working with HODs and other colleagues (e.g. pastoral leaders) to organise bespoke and effective academic support to ensure exceptional progress through the curriculum for all students, particularly for those children with identified barriers to learning (SEND, pupil premium, open to social care, etc.)

## *Public examinations*

- Line management of the Director of Examinations and Assessment to ensure:
  - full compliance with all JCQ regulations and requirements, including those on access arrangements
  - efficient and effective procedures for the management of public examinations

## *Additional areas of responsibility*

- Working with HODs and other leaders (e.g. pastoral team) to ensure that setting decisions are made carefully to support student progress
- Development, implementation, monitoring and evaluation of the homework system to ensure that this maximises student progress
- Working with the Trust data team to ensure that leaders have timely and accurate data on which to act in curriculum development and student intervention

# THE PERSON

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Bachelor's degree or equivalent</li> <li>• Teaching qualification (secondary)</li> <li>• Qualified Teacher Status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>• Further training, e.g. NPQ qualifications</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of middle or senior leadership role</li> <li>• Experience of leading others</li> <li>• Experience in developing teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrable impact of whole school improvement</li> </ul>
Knowledge and skills	<ul style="list-style-type: none"> <li>• Understanding of the best evidence in raising student achievement</li> <li>• Experience of working with data to improve student outcomes</li> <li>• Strong communication skills and high levels of literacy</li> <li>• Excellent organisational skills</li> </ul>	
Personal attributes	<ul style="list-style-type: none"> <li>• Hold high expectations for the learning and achievement of all students</li> <li>• Be enthusiastic, with the ability to inspire students and staff</li> <li>• Demonstrate the qualities of an outstanding practitioner consistently</li> <li>• Demonstrate commitment, reliability and integrity</li> <li>• Demonstrate the ability to implement ideas with clarity, vision, innovation, strength and character</li> <li>• Be an exemplary role model for students and staff, demonstrating professionalism in all aspects of work</li> <li>• Maintain excellent relationships with students, staff, parents, governors and other professional</li> </ul>	



# SUPPORT

Investing in the development and growth of staff is something we believe passionately about. In doing so we seek to see the flourishing of all staff. Staff who are thriving support students to do the same, we therefore seek to do all we can to support staff in the endeavour of being an exceptional classroom practitioner.

All colleagues have access to a well-structured programme of continuous professional learning. Each member of staff has a line manager who is committed to their colleagues' development, as well as being deeply interested in their wellbeing.

In addition to the normal remuneration package, which includes a contributory pension scheme, company sick pay, and maternity/paternity leave, Academy staff also receive additional benefits, which include: a daily lunch allowance, free parking on site, and access to Care First, a free, confidential and independent resource available to all staff.

# THE DEPARTMENT

The Senior Leadership Team (SLT) hold collective responsibility for leading the implementation of the Academy's mission, vision and ethos, and addressing strategic priorities through accurate self-evaluation, development of initiatives, implementation of these initiatives and monitoring their impact. In addition to the specific areas of responsibility, the appointee will also be responsible for:

- an appropriate amount of classroom teaching;
- contributing to whole school duty rotas (including On Call, Reflect, Removal) as required;
- leading whole staff training;
- leading whole school events (e.g. assemblies, Prize Giving);
- contributing to Trust-wide networks, and supporting other colleagues in the Trust as required;
- any other duties as reasonably required by the Principal.



# APPLICATION DETAILS

## Vacancy Details

Salary: L14-L17

Start date: September 2026 (or earlier)

Location: The King's Academy

Working Terms: Term-time, plus up to 15 additional days to be worked outside of term-time.

## Deadline

Closing date: **Monday 20 April, 9:00am**

Interviews to be held weeks commencing Monday 20 April or Monday 27 April

## How to apply:

For further information, please visit [www.thekingsacademy.org.uk](http://www.thekingsacademy.org.uk) or call HR on **01642 577 577**. A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.



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