



# APPLICATION PACK

Vice Principal  
Required ASAP  
Permanent position





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- Submit your application by: Monday 12<sup>th</sup> January 2026 by 12.00pm
- If you have any queries regarding the application process, please contact Kylie Caudwell on 01924 469578
- Interviews: Week beginning 19<sup>th</sup> January 2026



# WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Orchard Primary Academy, a proud member of the highly regarded Trust, South Pennine Academies. If you are impressed by our values, mission and reasons to join our amazing academy, then we would love to hear from you.

Orchard was last inspected in June 2022 where we achieved a good judgement in all areas following a 5-year improvement journey. Inspectors stated that Orchard is a happy place for children to learn and that relationships are rooted in mutual respect. They also recognised that staff shared the same ambitious vision as senior leaders and that they felt supported and proud to be a part of the academy.

Staff at Orchard are very clear on their 'why'. They know exactly what motivates them to walk through the doors each day: improving the life chances of some of the most vulnerable children. School life is not always straight forward at Orchard due to the complexities of the community that we serve. However, the team are 'in-it-together' and work tirelessly to support one another other and constantly improve for the children. No two days are the same at Orchard which makes it an exciting and rewarding place to work.

We are looking for people to join our team who absolutely buy-in to our view that all children can achieve: no matter their starting point or barrier. We are looking for the very best at what they do, people who take responsibility, are open to feedback and continuous learning, but most of all, people who have the very highest expectations of what our children can do and achieve.

If this is a position that appeals to you and you have the passion to make a positive impact on the life chances of our children and want to be a part of the Orchard team, then we would very much like to hear from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at [office@orchardprimaryacademy.org](mailto:office@orchardprimaryacademy.org) or call 01924 469578. We also strongly encourage you to visit us in person so you can get a feel for what we do at Orchard and also visit our website to find out more about us (<https://www.orchardprimaryacademy.org>)

Yours sincerely;

Mr Matt Carbutt  
Principal

# ABOUT ORCHARD PRIMARY ACADEMY

## OUR VISION AND VALUES

**‘Empower all to  
be the best that  
they can be.’**

Our core **values** Respect, Responsibility and Aspiration underpin everything we do as an academy and the decisions that we make. We believe that we can make a difference and break cycles no matter a child's background or educational barrier. We aim to provide an outstanding educational experience for ALL children and ensure that they are academically and socially ready for the next stage of their education.

### WHY JOIN US

1. We pride ourselves on having highly supportive and visible senior leaders
2. A highly motivated and passionate team
3. A culture of continuous learning and psychological safety
4. Expert and purposeful CPD
5. Forward thinking in all that we do
6. Excellent networking opportunities across the MAT
7. A drive to secure work-life balance and staff wellbeing
8. Caring, respectful and honest children



**Video Link**





# HOW TO APPLY

Thank you for taking time to read about the academy and Trust. If you wish to apply you should:

- Complete the application form fully, via My New Term [www.mynewterm.com](http://www.mynewterm.com) ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with professional email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



# JOB DESCRIPTION

## Vice Principal

<b>Reporting to:</b>	Principal
<b>Salary:</b>	L8 – L12
<b>Term:</b>	Full time
<b>Location:</b>	School Based

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### Job Purpose:

- To provide professional leadership and be responsible for the day-to-day efficient management of the Academy, thus ensuring a high-quality education for all the students on roll.
- Drive standards in curriculum and teaching and learning to achieve strong outcomes for all pupils.
- To be responsible for ensuring that the academy partners work collaboratively and in partnership, to improve outcomes for all children.
- To provide professional leadership and management of the Academy that will promote a secure foundation from which to achieve the highest standards in all areas of the academies' work.

### To achieve success, the Vice Principal will:

1. Demonstrate exemplary leadership
2. Support the Principal and Academy Board to set and review the Academies' priorities and objectives, leading activities to ensure that these are delivered
3. Effectively manage and improve learning and teaching, curriculum and assessment
4. Promote excellence, equality, strong outcomes and high expectations of all students
5. Deploy resources to achieve academy aims and meet the KPIs outlined in the academy improvement plan
6. Carry out day-to-day management, organisation and administration.
7. Secure the commitment of the wider community
8. Create a safe and productive learning environment that is engaging and fulfilling for all students, ensuring diversity and co-operation are promoted and celebrated

### Statutory Requirements

The Vice Principal shall carry out his/her professional duties in accordance with and subject to the 'Conditions of Appointment of Head Teachers' set out in the School Teachers Pay and Conditions Document (published annually). These are over-riding requirements which cannot be amended.

## Key Responsibilities:

### Strategy, Direction and shaping the future

- Work with the Principal, Academy Board and other key stakeholders to ensure the Academy vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the Academy community and Partnership to translate the Academies' vision into agreed objectives that promote and sustain school improvement.
- Demonstrate the Academies' values in everyday work and practice.
- Motivate and work with others to create a shared culture and positive environment.
- Ensure that strategic planning takes account of the diversity, values and experience of the Academy and the community.

### Leading curriculum, assessment, teaching and learning

- Ensure there is a continuous focus in the academy and partnerships on children's achievement, effectively using data and benchmarks to monitor the progress in every child's learning and raise standards.
- Develop, organise and implement a diverse, appropriate and inclusive curriculum which while following statutory guidance is responsive to the needs, experience and next stage of development of students.
- Lead and develop subject leaders and middle leaders to ensure a strong research based pedagogical approach to delivering a high-quality curriculum
- Use relevant research to inform, inspire and drive the quality of education
- Monitor and implement policies which impact on outstanding practice and are understood and implemented by all stakeholders.
- Assess, monitor and evaluate the quality of planning, teaching and learning outcomes, promoting improvement strategies as necessary.
- Analysis of whole school assessment, identifying groups and gaps; supporting teachers to implement strategies which accelerate learning
- Develop a culture of coaching and peer support to enable teachers and staff to develop professionally and enable our children and community to succeed

### Staff Management and Development

- Work with the Principal and Leadership team to recruit and retain high quality staff.
- Ensure that cover is provided for absent staff, taking account of conditions of service and the availability of supply staff.
- Ensure that staff receive the information they need to carry out their professional duties effectively.
- Supervise and participate in arrangements for the appraisal of the performance of teachers and support staff.
- Ensure that early career teachers and those returning to work after a break in service have access to adequate support and training in their first year of service or resumed service.
- Exercise responsibility for the supervision and training of teachers during their induction periods.



- Work to identify opportunities for continuing professional development including in house courses, external courses and job-related training.
- Ensure that all staff in the Academy have access to advice and development opportunities appropriate to their needs and report to the governing body on the professional development of all staff.
- Develop a programme of high quality CPD, which meets the needs of the academy strategy
- Provide information about the work and performance of the staff employed at the school where this is relevant to their prospective employers.
- Maintain a professional working relationship with organisations representing the teachers and other persons on the staff of the Academy.
- Take responsibility for developing timetables across the academy to ensure the effective and purposeful running of the organisation.
- Work effectively in line with all HR policy and procedure

### Managing the Organisation

- Establish and supports appropriate structures and systems.
- Manage the academy efficiently and effectively on a day-to-day basis.
- Delegate management tasks and monitors their implementation.
- Plan appropriately and organises themselves and others.
- Make informed professional, management and organisational decisions.
- Think creatively to anticipate and solve problems.
- Work with the Principal to allocate, control and account for the financial and material resources of the school, which are under the control of the head of school and be accountable to the governing body for their proper use.
- Manage the effective security, supervision and maintenance of school buildings, their contents and the school grounds.

### Securing accountability

- Demonstrate political insight and anticipate trends.
- Engage the Academy community in systematic and rigorous self-evaluation, and combine the outcomes of this with external evaluations to develop the Academy.
- Collect a rich set of data to understand the Academies' strengths and weaknesses.
- Support the review and monitoring of the academy Self Evaluation plan and all improvement plans.

### Strengthening community

- Recognise and takes account of the diversity of the school community.
- Build partnerships and community consensus on values, beliefs and shared responsibilities.
- Listen to, reflect and act on community feedback.
- Build and maintains effective relationships with parents, carers, the Partnership and the community that enhance student education.

### Personal Attributes

Is committed to:

- Effective teamwork within the Academy, Partnership and with external partners.

- Working with other agencies for the well-being of all students and their families.
- Involving parents/carers and the community in supporting student learning and in defining and realising the Academy vision.
- Collaborating and networking with other schools to improve outcomes.
- String communication streams
- Ensure the culture of 'the side before self' mantra felt across the organisation.

## Accountability

- Be accountable to the Principal for the clearly defined and agreed responsibilities/accountabilities relating to the day-to-day leadership and management of the Academy as delegated by the Principal.
- Play a key role in designing and maintaining a self-evaluation framework that clearly identifies strengths and areas for development, in order to inform the Academy improvement agenda and maintain high standards.
- Ensure that individual staff's accountabilities are clearly defined, understood, agreed and are subject to rigorous review and evaluation.
- Ensure that the Academy presents a coherent and accurate account of its performance to a range of audiences.
- Be jointly responsible for all aspects of self-evaluation within the Academy and Partnership.

## Conditions of employment

- The above details are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to her/him by the Principal or his/her representative
- This job description may be reviewed at any time via consultation between the LAB and/or the SLT and the post-holder as may be necessary and appropriate to the needs of the school.

Please note, this job description should be read alongside the 'National Standards of Excellence for Headteachers' October 2020, which the Trust has adopted.

[Headteachers' standards 2020 - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/87222/headteachers-standards-2020.pdf)

# PERSON SPECIFICATION

E = Essential  
D = Desirable

A = Application Stage  
I = Interview and Assessment stage  
R = References

## General

An inspirational strategic leader, passionate about transforming lives and driving up expectations with the aim of promoting an aspirational culture.	E	A, I
Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability.	E	A, I
Committed to raising standards of achievement.	E	I
Possess personal integrity, warmth and a willingness to grow and learn.	E	I
An effective communicator – verbal and written, to individuals, groups and at whole staff level.	E	A, I
Full driving license and use of car	D	A
Ability to travel between the Trust Academies; within Kirklees, Calderdale and the Oldham cluster and attend Trust events as appropriate.	E	A, I

## Relevant Experience

Successful completion of significant additional study relating directly to the education of primary-aged pupils and/or the management and organisation of a school.	D	A, R
Substantial and high-quality teaching experience with a proven track record of impact within the early year's foundation stage, key stage 1 or key stage 2 of the national curriculum.	E	A, I, R
Experience of previous or current responsibilities within a successful senior leadership team. Experience as a Key stage leader / head of school, deputy or assistant head role is desirable.	E	A, R
Knowledge and understanding of the role and responsibilities of senior leaders and governing bodies within primary schools.	E	A, R
Successful involvement in self-education processes and data analysis as an aid in personal and institutional improvement, development and change.	D	I, R
Successful implementation of initiatives for raising attainment	E	I, R
Successful working relationships with students, staff, parents/carers,	E	I, R



Good financial management skills	<b>D</b>	<b>I</b>
Successful implementation of strategies to improve outcomes and attitudes towards learning.	<b>E</b>	<b>I, R</b>

## Leadership and Management

Understanding of School self-evaluation and the processes involved in becoming an effective self-evaluating school.	<b>E</b>	<b>A, I</b>
Able to inspire, challenge, motivate and empower others to carry the vision forward.	<b>E</b>	<b>A, I, R</b>
Secure effective pastoral care, student welfare and significantly reduce instances of unacceptable behaviour.	<b>E</b>	<b>A, I</b>
The ability to develop, deliver and evaluate The Academy's strategy for improving learning and teaching.	<b>E</b>	<b>I</b>
Engagement with high-quality academic research and the ability to implement and evaluate appropriate approaches.	<b>E</b>	<b>I</b>
The ability to identify training needs for middle leaders and teachers, and develop appropriate plans for training.	<b>E</b>	<b>A, I</b>
Enabling the highest levels of student achievement through translating vision and ethos into practice	<b>E</b>	<b>I</b>
Enthusiasm to take the Academy forward through a process of change, development and ongoing improvement.	<b>E</b>	<b>I</b>
Commitment to lead by example	<b>E</b>	<b>I, R</b>
Proven practice in selecting, leading, motivating and supporting staff to achieve high standards for all.	<b>D</b>	<b>A, I</b>
Personal leadership skills in networking with a range of other providers in other sectors and institutions.	<b>E</b>	<b>A, R</b>
Experience of: <ul style="list-style-type: none"> <li>– Thinking strategically and to plan effectively in both the short and long term</li> <li>– Embracing, leading and managing change effectively with an organisation</li> <li>– Inspiring, motivate and support pupils, staff, parents (and carers), governors and the wider community about the work of a school</li> <li>– Consulting, seeking Advice and being pragmatic when making decisions</li> <li>– Leading a core subject area</li> </ul>	<b>E</b>	<b>A, I</b>

## Knowledge, Skills and Abilities

Knowledge of current national policies in relation to pedagogy, curriculum, leadership, learning and teaching	E	I
Understanding of key methodologies which are effective in raising standards in schools/academies	E	I
Sound knowledge of appropriate strategies that underpin the further raising of pupil attainment	E	I
Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal	E	I
Able to make decisions, identify and solve problems based on thorough analysis and sound judgement	E	I
Able to analyse and use data to establish benchmarks and set challenging targets for improvement	E	I
Excellent interpersonal, written and oral communication skills	E	I
Strong interpersonal skills and ability to work well under pressure, delegate, plan and manage time effectively	E	I
Personal resilience and the ability to maintain staff morale at times of pressure and change	E	I, R
Able to plan strategically for the future	E	I, R
The ability to think 'outside the box' in order to stimulate innovation and to secure the future success of the Academy	E	I
Ability to create positive relationships and 'defuse' situations	E	I

## Qualities

A strong commitment to safeguarding and promoting the physical and emotional health and well-being of students.	E	A, I
Excellent written and verbal communication skills.	E	A, I, R
Approachable, reliable, energetic has presence and enjoys being highly visible to children, parents/carers and staff.	E	A, I, R
Values diversity and the unique contribution that every individual makes to the learning community.	E	A, I, R
Demonstrates professionalism, loyalty and integrity	E	A, I, R
Listen, reflect and communicate effectively	E	A, I
Tenacity, resilience and drive	E	A, I
A sense of humour	E	A, I

## Education / Qualifications

Degree or equivalent	E	A
QTS	E	A
Recent and relevant training	E	A
Recent child protection / safeguarding and training	D	A

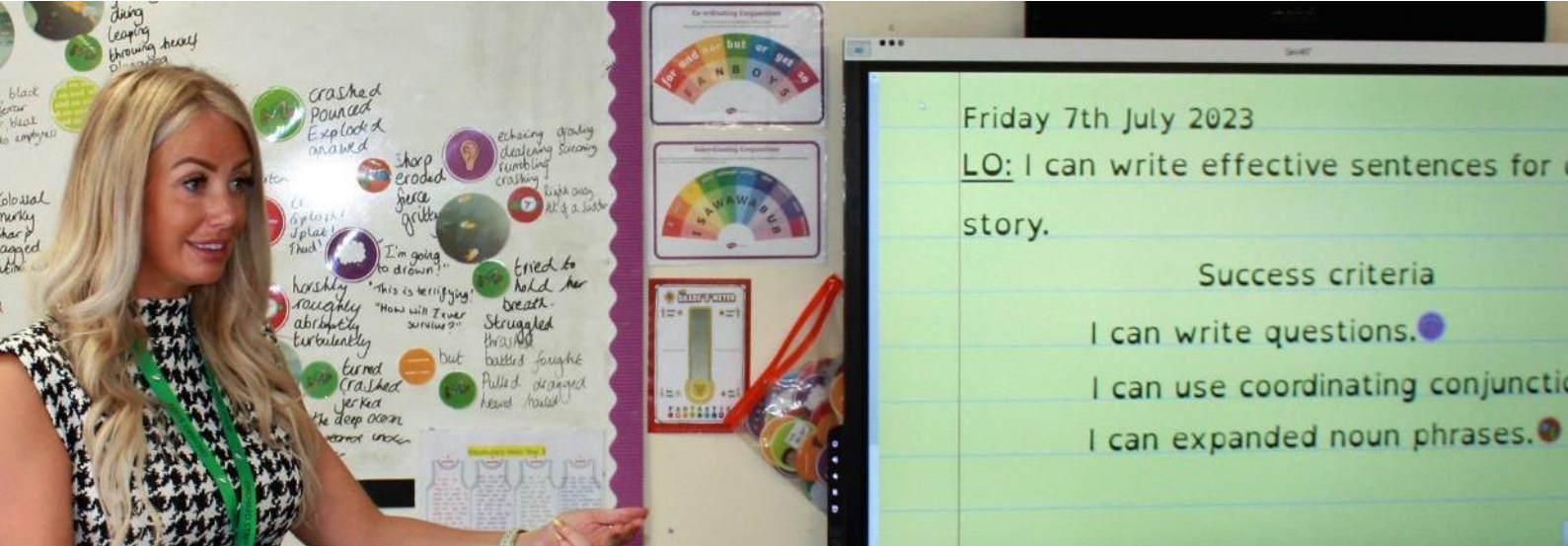
Please ensure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

**Please note this role is subject to an Enhanced DBS Certificate**







# SAFEGUARDING NOTICE

## Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

## Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

## Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

## Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



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**South  
Pennine  
Academies**

An excellent education for everyone

## PARTNERS OF THE SPA TRUST

**South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated a good ITT provider by Ofsted.**

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

### BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies
- **Flexible Days** – Our Trust is trialing a Scheme which allows all staff up to 2 days paid time off during term time for life events



