



**GREAT
HEIGHTS**
ACADEMY TRUST



COLNE VALLEY
HIGH SCHOOL

Assistant Principal – Behaviour and Standards

CANDIDATE INFORMATION PACK

*Welcome to Colne Valley High School where we are currently looking to appoint a new Assistant Principal. Colne Valley High School is on an exciting journey of renewal and transformation as part of Great Heights Academy Trust. Our recent **Ofsted report** highlighted our ambitious curriculum, strong staff-student relationships, and improving behaviour and attendance. While areas for further development remain, we are already making great strides in strengthening parental engagement, ensuring consistency in teaching and learning and embedding high expectations across all aspects of school life. This is a fantastic time to join our dedicated leadership team, playing a pivotal role in shaping the school's future and driving excellence for our students, staff, and community.*

Great Heights Academy Trust strive to always provide an inspirational, positive, and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm, and mutual respect. We aim to nurture academic, personal, spiritual, and social development in a caring and professional manner so that all can achieve their full potential, and all can reach GREAT heights.

At Colne Valley High School we are a warm, welcoming community that works together to achieve the best possible outcomes for every single child in our community.



A broad & strong 2-18
offer for West Yorkshire



COLNE VALLEY
HIGH SCHOOL



Welcome

Dear Colleague

It is my great pleasure to welcome you to our vibrant and dynamic learning community. At Colne Valley High School, we are committed to achieving excellence together, fostering an environment where every student can thrive academically and personally. Our actions are underpinned by our RITA values - Respect, Integrity, Teamwork, and Aspiration. Respect is at the heart of everything we do. We believe in the inherent worth of every individual and strive to create a culture where everyone feels supported and valued. Integrity guides our actions; we hold ourselves to the highest standards, ensuring that honesty and fairness are integral to our daily interactions. Teamwork - students, staff, and families work together and challenge one another to achieve our collective goals. Finally, Aspiration - we encourage our students and staff to dream big and to work positively towards the high standards we set for ourselves. Our RITA values provide more than a code of conduct, they help to prepare our students to be responsible, respectful, and active citizens in our thriving and diverse society.

At Colne Valley High School, we believe that high expectations lead to high achievement, and we are committed to ensuring that every member of our community can excel in a safe, respectful, and aspirational environment. Our recent improvements are based upon providing all students with a rigorous, broad and balanced curriculum which challenges them both in and beyond the classroom. Our approach is inclusive; all students will be challenged by the targets we set, both academically and personally and all students will be supported to reach these targets. We recognise that some students will require additional support to reach their goals, and we have dedicated teams in school who are well equipped to provide that assistance.

Our staff body is committed to serving our community. Staff are proud to play their part in ensuring that all students enjoy their time and achieve well at CVHS. As part of Great Heights Academy Trust (GHAT), teachers at CVHS benefit from the latest research in teaching and are supported in putting research into practice by colleagues from our Research School, our English Hub and our SCITT. We benefit enormously from being part of GHAT; by working together, we can provide our staff and our students with more than any single school could. We understand and recognise the significant role that our parents and carers play in realising the potential of all our young people. We will always seek to work in partnership with parents to support the young people who attend our school. Equally, we are proud to serve an amazing community, and wherever we can work in harmony with community organisations to secure better experiences and stronger outcomes for all, we will.

Yours sincerely,

Chris Alker
Principal

Overview of the Position for Colne Valley High School

Colne Valley High School are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School and Nields Academy). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our website: greatheightstrust.org.uk

The successful candidates will join a highly collaborative network of leaders and managers. Each academy is different, reflecting the particular aspirations and leadership style of its Principal and local community needs.

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.



Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

G

Great teaching and learning opportunities for all in the partnership

R

Real life opportunities to develop an understanding of the wider world

E

Enthuse a love of learning and mutual respect

A

Academic development to nurture potential for all

T

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.



**GREAT
HEIGHTS**
ACADEMY TRUST

Achieving excellence together



**BOWLING
GREEN**
ACADEMY



CARLINGHOW
ACADEMY



COLNE VALLEY
HIGH SCHOOL



MARSDEN
JUNIOR SCHOOL



NIELDS
ACADEMY



RAYNVILLE
ACADEMY



**THE
GREETLAND**
ACADEMY



THE MIRFIELD
FREE GRAMMAR



WEST VALE
ACADEMY

English Hubs

Teamworks English Hub
@ The Greetland Academy



Great Heights
Research School
West Yorkshire

Supported by the Education Endowment Foundation



AA Teamworks
WEST YORKSHIRE SCITT

**JOB DESCRIPTION: ASSISTANT PRINCIPAL – BEHAVIOUR AND STANDARDS****(Colne Valley High School)**

Responsible to:	Deputy Principal
Responsible for:	Carrying out the professional duties of an Assistant Principal set out in the Teachers' Pay and Conditions Document as directed by the Principal within the context of the job description set out below.
Duties:	<p>To be accountable for the implementation of the school's behaviour strategy, managing an inclusive, graduated response to supporting all students</p> <p>Line management of the Pastoral Support (Personal Development) Team</p> <p>To be accountable for the implementation and monitoring of behaviour systems, sanctions and processes.</p> <p>To lead the improvement to students' behaviour and conduct across the school.</p> <p>To manage and monitor behaviour support and interventions</p>
Salary:	L13-17

Statutory Requirements

- This job description reflects the standards built upon the **Teaching Standards** which apply to all teachers.
- It is aligned to the **School Teacher's Pay and Conditions**, set out in the statutory guidance.

Membership of the Trust

- To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture, and ethos within the trust.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.

Purpose of the Post

- To support the Deputy Principal, Behaviour and Culture with all aspects of their role as required
- To Provide leadership in the following areas:

Strong Routines & Standards

- Ensuring that all staff hold high expectations for pupils' uniform, behaviour and conduct and apply these expectations consistently and fairly in line with policy.
- Ensure all staff follow agreed routines, practices and policies.
- Establish a culture in which pupils are developed to be committed to their learning, know how to study effectively and do so with resilience and pride.
- Ensuring that relationships among learners and staff reflect a positive and respectful culture with high expectations.



- Implementing and embedding strong daily routines:
- Start and end of school day
- Registration
- Assemblies
- Pupil movement between lessons and unstructured times.
- Conduct in lessons
- Unstructured time in school day (Ofsted AFI)
- Supporting teachers to implement routines consistently.
- Supporting staff in restorative conversations where needed.
- Communication of expectations to all stakeholders.

Strategic Use of Behaviour Data

- Behaviour data analysis to inform most suitable intervention.
- Scrutiny of behaviour, safeguarding, pastoral and learning data to identify and support vulnerable / target pupils.
- Using behaviour data to develop systems of hotspot lessons and unstructured time duties – pastoral staff duty rota and teaching staff duty rota.
- Ensuring that positive achievements are recognised.

Sanctions and Behavioural Intervention / Support

- Operational lead on all consequences and behavioural interventions e.g. detentions, behaviour reports, mentoring, review meetings, suspensions, exclusions, recidivism, reintegration's.
- Operational leadership of OSD, MM, suspension and PX.
- Lead on 'improving behaviour' plans.
- To support colleagues to improve their practice in relation to student conduct through effective professional development opportunities, both whole school and subject specific, utilising current research.

Pastoral Support

- Embedding a culture of care, consistency and compassion within pastoral team and wider staff body.
- Line management of, development of and securing the accountability of Achievement Co-Ordinators (HOY's)

Reflection

- Ensuring Reflection protocols are followed - work for pupils, productive learning environment, data tracking etc.

Leading and Managing Staff

- To demonstrate the ability to lead, motivate and develop all staff within the Academy for which they are accountable for.
- To support the Academy with succession planning through coaching and mentoring.
- To lead and manage all teachers in their role using Academy behaviour procedures:



- Providing a clear vision and direction, identifying key areas for improvement and planning appropriate actions to meet them.
- Ensuring all teachers understand and are actively implementing the key aspects of the behaviour policy.
- Take the lead on those areas of staff induction relating to behaviour and culture.
- Lead on the training and development of staff in ensuring that they are consistent and effective in following the Academy's routines and expectations.
- Lead on the training and development of staff in using effective behaviour management strategies, such as de-escalation and trauma-informed practice.

The Community

- To contribute to the writing of reports for LGB meetings.
- To promote links with the local community, primary schools, and further education providers.
- To promote the positive image of the Academy.
- To plan, attend and support parents' evenings, and other events, as required;

General Duties

- To ensure the smooth running of the Academy.
- To deliver assemblies to all year groups as appropriate.
- To uphold the Nolan principles of public life.
- To take part in any CPD activities appropriate to the role.
- Attend school events as required.
- Assist in school emergencies, as required.
- Attend relevant meetings and training sessions.
- To undertake any other professional duties as required by the CEO/Board/Executive Principal/Head of School

Safeguarding

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people, and vulnerable adults. 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.

Notes

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

**Person Specification: Assistant Principal - Behaviour and Standards****Key to identification: A = Application I = Interview R = Reference**

Qualifications/Training	Essential	Desirable	A/I/R
Qualified Teacher Status	✓		A/I/R
Relevant professional development undertaken within last 2 years	✓		A/I/R
Working towards a recognised senior leadership qualification		✓	A/I/R
Experience and Leadership	Essential	Desirable	A/I/R
Recent experience and evidence of impact within a relevant senior leadership role.	✓		A/I/R
A proven track record as a successful classroom practitioner consistently demonstrating a positive impact on pupil outcomes.	✓		A/I/R
Experience of successfully leading whole school strategic development and change management leading to improved standards.	✓		A/I/R
Experience of leading quality assurance processes to ensure consistently high standards within the classroom.	✓		A/I/R
Experience of coaching and developing others to improve their practice.	✓		A/I/R
Understanding of the effective use of assessment to refine and improve teaching.	✓		A/I/R
Knowledge and Understanding	Essential	Desirable	A/I/R
Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	✓		A I R
Good knowledge of the local, national, and political landscape for the curriculum specifically and education generally.	✓		A I
Understanding of the Ofsted requirements for Behaviour and Attitudes	✓		A I
Understanding of current educational provisions and the wider school system	✓		A I
Knowledge and understanding of the latest legislation, future impending changes and current research in behaviour	✓		A I
Detailed working knowledge of how to monitor the performance of staff, hold them to account and deal proficiently with underperformance achieving the best outcomes for all parties.	✓		A I R
A comprehensive understanding of behaviour interventions and programmes; content, implementation and measuring impact	✓		A I
Skills and Abilities			



Creativity and innovation	✓		A/I/R
Implementing change	✓		A/I/R
Leading others	✓		A/I/R
Monitoring and evaluation	✓		A/I/R



Reasons to work at Colne Valley High School



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

