



**EGGBUCKLAND**  
COMMUNITY COLLEGE  
*Everyone can*



## **Recruitment**

Vice Principal

*Everyone can...  
be exceptional.*

# Dear Candidate

I am delighted that you are interested in applying for the role of Vice Principal at Egguckland Community College.

This is an exciting time to join the College. The College is on a rapid-improvement journey from Requires Improvement to ensuring that Egguckland is a great school in every aspect. For the past two years, the College has celebrated its best ever exam results, realising significant improvement and students achieving above national expectation in terms of progress and attainment in English and Maths at grade 4 or above. Together with your fellow Vice Principal, you will work closely with the College Principal to secure excellence and allow 'nothing less than good' on a daily basis, ensuring a consistent, rigorous approach that removes excuses and barriers

Egguckland is a wonderfully caring and positive College who put students at the centre of everything we do. We are oversubscribed year on year, and are proud to be the school of choice for our community. We have extremely high expectations of our students and pride ourselves in our 'Everyone Can' ethos. We firmly believe that every student deserves a great education, regardless of their starting point and are committed to enabling all students to flourish academically and develop into exceptional young people. We recognise the importance of routines and consistently high standards, coupled with a strong team ethos to support all staff and students to achieve their very best.



*Heather Lilley*  
*Principal*

Students are encouraged to develop a love of learning, to think for themselves and to maximise their full potential; they understand the power of knowledge and education to enable them to fulfil their future ambitions to the highest.

As part of Westcountry Schools Trust, we work collaboratively within our family of schools to ensure that all students and staff have to best possible experiences and opportunities. I look forward to reading your application.

Yours faithfully

Heather Lilley



# Our Mission, Vision and Values

## Our Mission

At Eggbuckland, we will foster:

A climate where *effort* prevails, above all else;

A curriculum which inspires *curiosity*: accessible and ambitious for all;

A community where *difference* is celebrated and *character* is shaped.

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## Our Vision

***To be recognised as a great school where students receive a great education, regardless of their starting point.***

***Graduates of Eggbuckland will have the power to understand themselves and the world around them and have the confidence to realise their ambitions; they will be exceptional.***

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## Our Values



### Tenacity

*"I have a goal and work hard to achieve it"*

*"I seek challenges to improve myself"*

*"I view setbacks as an opportunity for learning"*



### Integrity

*"I am strong and stand up for what is right"*

*"I am honest"*

*"I am guided by strong moral principles"*



### Compassion

*"I allow the voice of others to be heard"*

*"I accept people for who they are"*

*"I relish opportunities to improve the fortune of others"*



### Knowledge

*"I am committed to instilling knowledge to my long term memory"*

*"I value the link between knowledge and increasing my learning and life chances"*

*"I utilise all opportunities to increase my wider knowledge"*



# From the Trust

Welcome to Westcountry Schools Trust (WeST); a tight-knit family of schools based around natural geographical proximity in the South West.

Initially formed as a small multi academy trust of only two schools in 2011, the Trust has experienced several iterations of growth and change.

In essence, WeST as we recognise it today, was launched in September 2017 with the ambition of delivering exceptional education for 2-19 years olds with the additional ability to provide postgraduate study through The WeST Training Institute (WTI).

The WeST family now extends to 31 schools of which 8 are secondary and 23 primary. All 23 primary schools naturally transition children into a WeST secondary school, an area of work we wish to further strengthen as our work matures.

WeST holds a firm belief in giving each child every opportunity to learn and succeed in all that they do.

Whilst we are a family of schools who share common values and beliefs, all our schools are unique and hold their own identity. We believe that by working collectively, sharing what works well and jointly developing best practice, we are stronger together and can provide the very best education for our children in our geographical area.

We have a pride in our schools, staff and children, and thrive on the constant challenge to do better. All our children are our collective responsibility.



Nat Parnell

Chief Executive Officer

Westcountry Schools Trust

# Trust Vision, Mission and Values

While all our schools retain their own identity, we are a united family who share a common Vision, Mission, and Values. We believe that by working collectively, we are stronger and can provide the very best education for our children.



## Vision

Every child achieving in a great school



## Mission

Empowering children to impact positively on society



## Values

Collaboration, Aspiration,  
Integrity, Compassion,  
Respect



**WESTCOUNTRY**  
SCHOOLS TRUST

# Job Description

<b>Job title</b>	<b>Vice Principal</b>
<b>Reports to</b>	Principal
<b>Salary</b>	L19 –L23
<b>Key relationships</b>	Leadership Team, Middle Leaders

## Overall Purpose and Accountability :

This crucial post is to support the Principal in continuing to raise standards for all students across the College. In particular, you will be deeply committed to excellence for all, demonstrated through our core values of:

- Tenacity
- Integrity
- Compassion
- Knowledge

This role demands someone who cares deeply, knows that glass ceilings, low expectations and poor aspirations do not exist. At Eggbuckland, we believe that ‘Everyone can’ and know that all children can and will succeed when the right ingredients are in place. You will relentlessly support and challenge staff and students to do and be better because we all can be.

This is an exciting time to join the College. The College is on a rapid-improvement journey from Requires Improvement to ensuring that Eggbuckland is a Great school in every aspect. For the past two years, the College has celebrated its best ever exam results, realising significant improvement and students achieving above national expectation in terms of progress and attainment in English and Maths at grade 4 or above. A relentless focus on improving curriculum delivery whilst maintaining the highest standards of student behaviour and attendance across the College will ensure that this improvement becomes sustained and maintained, resulting in Eggbuckland being firmly placed with the most successful schools in Plymouth.

The successful candidate will be one of two Vice Principals at the College. The role of the Vice Principal is crucial in driving our school improvement. This role supports the Principal in raising standards across the College, ensuring excellence in every area: student outcomes, teaching quality, and culture. The Vice Principals are responsible for the strategic leadership of Curriculum & Teaching and Character & Culture, both of which drive improvement through high expectations, strong systems, and aligned leadership. Our aim is to secure the best possible candidate for this post to further strengthen our leadership team and drive school improvement; therefore, the final responsibilities will be agreed upon appointment.

You will ensure that tight and robust systems and procedures are in place to quality assure across your areas of responsibility and ensure that leaders and teachers are held to account for high quality delivery. You will use a range of data regularly and insightfully to identify patterns, areas of strength and areas for improvement to set the direction for improvement.

You will deputise for the Principal when and where needed and as such, demonstrate consistently the ethos, attitudes and values required of all staff, inclusive of Leadership team members. You will be committed to improving the outcomes of all students and fully live out our commitment to providing an exceptional and inclusion education for all. Together with your fellow Vice Principal, you will work closely with the College Principal to secure excellence and allow 'nothing less than good' on a daily basis, ensuring a consistent, rigorous approach that removes excuses and barriers. You will be a strategic and experienced leader with a proven track record of success and in securing ambitions. You will be an advocate for all children to succeed because they deserve to; 'everyone can'.

## Role Purpose:

- Develop the positive ethos, values and practices of the school.
- To ensure high standards in and out of the classroom.
- Be the strategic lead across all aspects of your agreed area of responsibility
- To be responsible for the line management of all leaders within your designated area.
- Working with the relevant Assistant Principals, develop, organise and implement College policies and procedures as appropriate.
- Promote among student's, standards of conduct/discipline and proper regard for authority and the encouragement of good behaviour.
- Work with the Principal and Senior Leadership Team to secure the strategic vision of the College in line with the broad educational vision of Westcountry Schools Trust.
- Liaise with all stakeholders and external agencies in matters relating to the College.

## Strategic Leadership

- The Vice Principal will be instrumental in enhancing the existing Senior Leadership Team in providing direction, leadership and accountability across their areas of responsibility.
- As an experienced leader you will play a key role in developing a highly talented and motivated Senior Leadership Team at Eggbuckland Community College to drive the College forward.
- To work closely with the Principal, having a significant role in leading the College by providing a clear vision and communicating the vision to all members of the College community.
- Demonstrate the vision and values in everyday work and practice.
- With the Principal, to lead the process of College Improvement through continual self-evaluation and development of the College Improvement Plan.
- To hold responsibility for the monitoring and evaluation of specific and significant areas of academic performance and leadership of the College.
- Preparing regular reports for the Principal and wider Trust colleagues.
- Establish a culture that promotes aspiration within the College community and celebrates success and achievement.
- To take a lead role in ensuring the College is fully prepared for Ofsted inspections.
- To be responsible for the efficient and effective strategic operation of support services alongside the core Teaching and Learning operations.

## Teaching and Learning

- Maximise the achievement of all students through high quality Teaching and Learning which motivates, challenges and empowers.
- Facilitate and encourage a learning experience that enables teachers to flourish and provides students with the opportunity to achieve the highest standards.
- Provide effective, collaborative and inspirational leadership, building strong and focused teams that constantly seek to further enhance Teaching and Learning.
- Ensure all staff benefit from appropriate professional development that supports professional growth and strives for best practice.
- Empower students to take an active part in their own learning.
- To be responsible for the development, implementation and monitoring of strategies that secure high standards of behaviour and attendance.
- Challenge underperformance at all levels and ensure effective support and evaluation through both informal and formal processes at the College.

## Managing the College

- Line management team members in line with appraisal and performance management.
- Understand how to distribute resources effectively, ensuring that the principals of value for money are achieved without compromising the quality of education or safety of our staff and students.
- Work closely with stakeholders to create and review structures that reflect the College and the Trust's values and enable the delivery of exceptional education for all. Providing proposals and business cases for the development of structures and roles.
- Support the line management of policies and practices that take into account the College and Trust's values and are in line with national guidance and legal requirements.
- To be responsible for the development and evaluation of a strategy for maintaining effective Behaviour for Learning strategies, improving attendance and monitoring the number of fixed-term exclusions against College policies and procedures.
- To act on behalf of the Principal in dealing with potential student hearings for exclusion matters or relevant other formal processes.
- Promote and develop a safer working practice culture to ensure all staff and students are supported and safe.

## Developing self and working with others

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Work as a positive team player, demonstrating mutual respect and integrity for others whilst maintaining open and effective communication at all levels in the College.
- Develop and maintain effective strategies and procedures for staff induction and professional development.
- Develop and maintain a culture of high expectations for self and others and take appropriate action where necessary.
- Regularly review own practice.
- To ensure a high-profile presence around the College amongst staff and students, promoting good order, discipline, high expectations and achievements.
- To attend meetings in accordance with role and responsibility and ensure they are effectively and efficiently run.

## Securing accountability

- To be accountable to a wide range of stakeholders including students, parents, carers, partner schools, WCC Members and the local community.
- Develop a collective ethos in the College that enables everyone to work collaboratively, share best practice, celebrate success and accept responsibility for outcomes.
- Provide the governors with accurate, timely and transparent information and data, objective advice and support to allow the Governing Board to meet its responsibilities.
- Use a range of evidence bases, including national data comparisons where appropriate, to monitor, evaluate and improve all aspects of the College. Review data analysis and provide summary reports in a range of formats with advice on recommendation/risks.
- Ensure that parents and carers are well informed about the curriculum and attainment and progress, and about the contribution they can make in supporting their child's learning and achieving the College's targets for improvement.
- Ensure individual staff accountabilities and responsibilities are clearly defined, communicated, understood and agreed.

## Strengthening Community

- Create and promote positive strategies for challenging discrimination.
- Develop the College culture for engagement and inclusion of all.
- Collaborate with external agencies to provide a holistic approach to well-being of staff, students and their families.

## Safeguarding

- Support the Principal in playing a key role in all safeguarding matters at Leadership level.
- Comply with policies and procedures on Safeguarding and Child Protection.

## General

- Together with your fellow Vice Principal, take full responsibility for the College in the absence of the Principal, by ensuring the daily operations and responsibility for decision-making.
- Attend whole College events beyond those required by the directed time calendar, e.g. Annual College productions, musical events, presentation evenings, etc.
- Represent the College as directed at external meetings (local and national).
- Line manage staff as required.
- Keep abreast of educational initiatives, locally and nationally.
- Maintain high standards of professional conduct and personal appearance.
- Carry out any other reasonable task at the request of the Principal

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Principal

Date: \_\_\_\_\_

# Person Specification

E = Essential, D = Desirable

<b>Method of Assessment</b> The table indicates the possible method/s by which the skills/ knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
<b>Qualifications:</b>			
Qualified Teacher Status	E	X	
Degree, teaching qualification in the specified curriculum area	E	X	
Recent record of appropriate CPD being undertaken	E	X	
Has successfully undertaken appropriate statutory Child Protection Training (Level 2)	E	X	
Higher Level Degree, further educational qualifications	D	X	
Has successfully undertaken Child Protection Training at Level 3 (Designated Safeguarding Lead).	D	X	
<b>Experience:</b>			
To have substantial and current experience as a senior leader in a secondary school.	E	X	X
To have had active and effective leadership of a team/department/key stage/curriculum area.	E	X	X
To be able to demonstrate successful/effective leadership in a College in a similar community/facing similar challenges.	E	X	X
To have taken an active involvement in school self-evaluation and development planning.	E	X	X
To have implemented, reviewed and developed a whole school initiative.	E	X	X
To have had responsibility for policy development and implementation.	E	X	X
To have had experience of and the ability to contribute to staff development across the secondary range (e.g. coaching, mentoring, CPD for staff).	E	X	X
To have experience of financial planning and budget management.	E	X	X
Experience of teaching in a school in similar circumstances/serving a similar community.	E	X	X
Significant teaching experience within the secondary phase.	E	X	X

<b>Method of Assessment</b>	<b>Essential or Desirable</b>	<b>Application Form</b>	<b>Interview (or other selection activity)</b>
The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.			
To have a knowledge and understanding of both Key Stages in the secondary phase.	E	X	X
To be able to exemplify how the needs of all students have been met through high quality teaching.	E	X	X
Demonstrable evidence of developing and implementing strategies to help children and their families	E	X	X
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	E	X	X
Experience of teaching in more than one secondary school.	E	X	X
Experience of working and liaising with outside agencies and to support students	E	X	X
To have experience of working within a wider network.	E	X	X
To have experience/training in SIMS	E	X	X
To have experience/training in Class Charts	E	X	X
To have experience/training in CPOMs	E	X	X
To have experience/training in EVOLVE	E	X	X
<b>Knowledge, Skills and Abilities:</b>			
Set high expectations which inspire, motivate and challenge students and staff.	E	X	X
Promote good progress and outcomes by students.	E	X	X
Demonstrate good subject and curriculum knowledge.	E	X	X
Plan and teach well-structured lessons.	E	X	X
Adapt teaching to respond to the strengths and needs of all students.	E	X	X
Have an astute understanding of both qualitative and quantitative data.	E	X	X
To be able to translate data so it is understood by all.	E	X	X
Make accurate and productive use of assessment.	E	X	X
Manage behaviour effectively.	E	X	X
Fulfil wider professional responsibilities.	E	X	X

# Person Specification

E = Essential, D = Desirable

<b>Method of Assessment</b>	<b>Desirable</b>	<b>Essential or Desirable</b>	<b>Application Form</b>	<b>Interview (or other selection activity)</b>
The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.				
<b>Personal Qualities</b>				
To act in accordance with and promote the Trust's strong educational philosophy and values.	E	X	X	X
Inspire, challenge, motivate and empower teams and individuals to achieve their goals.	E	X	X	X
Inspire trust in the College community.	E	X	X	X
Communicate clearly and effectively both orally and in written English.	E	X	X	X
Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people.	E	X	X	X
Build and maintain quality relationships through interpersonal skills and effective communication.	E	X	X	X
Demonstrate personal and professional integrity, including modelling the Trust values and vision.	E	X	X	X
Manage and resolve conflict.	E	X	X	X
Prioritise, plan and organise yourself and others.	E	X	X	X
Think analytically and creatively and demonstrate initiative in solving problems.	E	X	X	X
Be aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate feedback from others.	E	X	X	X
Demonstrate a capacity for sustained hard work with energy and vigour.	E	X	X	X

<b>Values-based Behaviours</b>			
<b>Method of Assessment</b> The table indicates the possible method/s by which the skills/knowledge/ level of competence in each area will be assessed.	<b>Desirable</b>	<b>Essential or Form</b>	<b>Application Interview (or other selection activity)</b>
<b>Collaboration</b>			
We are "Stronger Together," sharing expertise across the trust to lift every school	E		X
<b>Aspiration</b>			
We refuse to accept that geography or disadvantage dictates destiny	E		X
<b>Integrity</b>			
We act ethically, transparently, and with financial propriety	E		X
<b>Compassion</b>			
We recognise need and act with positive intention to support wellbeing	E		X
<b>Respect</b>			
We value diversity, listen to our communities, and treat every individual with dignity.	E		X

# Additional Information

Westcountry Schools Trust is committed to safeguarding and promoting the welfare of children and we expect all staff 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 and other relevant checks with statutory bodies.

## Equal Opportunities

In fulfilling its aims and objectives, Westcountry Schools Trust actively seeks to achieve equality of opportunity and treatment for all members of the school community.

We will continuously strive to ensure that everyone is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability. The school works actively to promote equality and foster positive attitudes. WeST is committed to combatting all forms of discrimination by implementing positive policies and practices in compliance with the Equality Act 2010.

## Procedures

All appointments are subject to pre-employment checks. That means:

- We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. A copy of our Child Protection Policy & Safeguarding Policy is available at: <https://www.westst.org.uk/attachments/download.asp?file=2101&type=pdf>
- Your identity will be confirmed by sight of original, official documents such as a Birth Certificate, Passport etc. in line with the Asylum and Immigration Act 1996
- Original documents relating to all the qualifications you have listed on your application form must be supplied
- Your employment history will be thoroughly examined and clarification will be sought where there are gaps or other discrepancies arising from information provided either by you as the candidate or your referee
- References will be used to check dates of employment and your relevant experience. A minimum of two written references will be taken up and these references will be requested before the interview. References should cover the last 3-5 years' work history, as a minimum
- An online search of shortlisted candidates will be conducted in accordance with Part Three 'Safer Recruitment' of Keeping Children Safe in Education statutory guidance.
- The identity of referees and information relating to disclosures will be verified
- You will be required to provide details of any relevant unspent or spent convictions in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) (Amendment) Order 1986
- An enhanced Disclosure and Barring Service (DBS) check will be requested. This check will be cross referenced against the Protection of Vulnerable Adults list (PoVA), the Protection of Children Act (PoCA) list and List 99. These lists contain details of people deemed unsuitable to work with children or vulnerable adults. Please note that it is an offence to apply, offer or accept to do any work with children (paid or unpaid) if disqualified from working with children. Applicants will be challenged where inconsistencies exist. Please be aware that a firm offer of appointment will only be made after receipt and verification of all satisfactory checks. Westcountry Schools Trust will carry out these checks and should you fail these checks, our offer of employment will be withdrawn.
- For information of how we use your data please click on this link— [Westcountry Schools Trust Recruitment information](#).



