



**ST IVO
ACADEMY**

Astrea Academy Trust
LEARN, THRIVE, SUCCEED

Vice Principal Quality of Education

Candidate Pack



Introduction

Thank you for your interest in becoming part of the St Ivo Academy team.

I am delighted that you are considering becoming part of our community at St Ivo.

This pack is designed to help you get a feel for what it is like to work with us. At St Ivo Academy we are ambitious for the young people we serve, and we are driven by our vision; that every child has the right to learn, be supported, and build a happy and successful future, go to university or pursue a career of their choice.

We are a team of professionals who value clarity, consistency and high expectations, where leadership is visible, effort is recognised and staff are valued. We take great pride in being a school where high standards go hand-in-hand with strong positive relationships, where students feel known, valued and supported to reach for the stars. Our 'disruption-free learning' approach means that all students can learn, and all teachers can teach in focused and purposeful lessons every minute of every day, leading to transformational outcomes for our students.

As a team of professionals who believe deeply in the power of education to transform lives, we take our responsibility to 'disrupt disadvantage' seriously. We believe that high expectations, delivered with warmth and humanity are necessary for this mission, and we do not reduce these for any member of our community.

Whether through high quality teaching or excellent pastoral care, alongside strong leadership from all; every member of our team plays a vital role in shaping the culture and success of every child, no matter their background - at St Ivo.

We are looking for colleagues who share our values, our ambition for young people, and our determination to ensure that every student achieves their very best.

In return we offer a supportive environment, opportunities for development and progression and the chance to make a meaningful and lasting difference. If you are an ambitious teacher or leader and this approach resonates with you, we would be delighted to receive your application.

If you are committed to working hard to build on the strong foundations at St Ivo Academy and joining us on our journey, we would love to hear from you.

We welcome visits to the school ahead of submitting your application and would love to show you around or speak online or via a phone call.

Please reach out and we will make it happen: donna.hartley@astreastivo.org

Jess Pearce
Principal, St Ivo Academy



About the Trust

The trust has 26 academies across South Yorkshire and Cambridgeshire



We are committed to ensuring that all children in the trust have accelerated opportunities that enable them to learn, thrive, and lead successful lives. Our ambition is to tackle historical educational disadvantage and to play our part in the social regeneration of areas that have experienced poor education opportunities.

The trust has grown rapidly since its creation and now educates around 15,000 students in 26 academies. In Cambridgeshire, the trust comprises four secondary schools and one SEMH special school. In South Yorkshire, the trust works through seventeen primary academies, one all-through school, and three secondary schools.

The trust's Executive Team is led by Rowena Hackwood as Chief Executive Officer. A wider central team supports the work of individual academies in core areas such as academic support, inclusion, governance, finance, HR, estates, and IT. With a 2030 strategy in place, we are clear and specific about our vision for behaviour, curriculum and teaching quality.

All our academies are rated **GOOD** by Ofsted.

Astrea in Numbers

26
ACADEMIES

2,000
MEMBERS
OF
STAFF



100%
RATED 'GOOD'

14,000 PUPILS

£3.9m
REINVESTED
INTO SCHOOLS
TO IMPROVE
FACILITIES AND
INFRASTRUCTURE



About Astrea Academy Trust

SECONDARY ACADEMIES

Within our secondary academies we have a clear and specific vision for behaviour, curriculum and teaching principles, which is codified and widely shared.

Our shared values are scholarship, curiosity & tenacity. We are unapologetically ambitious for every child, regardless of their background, prior attainment or needs. Our goal is to ensure that all our scholars have the option to attend university or pursue an aspirational alternative. Through quality first teaching, we work tirelessly to remove any barriers to success for all children.

OUR KEY CHARACTERISTICS

- Exceptionally high aspirations, with a firm emphasis on academic attainment
- Ambition for every scholar to have the option to attend university or pursue an aspirational alternative
- A knowledge-rich curriculum
- Innovative teaching approaches focusing on direct instruction, means of participation, and developing fluency, greatly influenced by Lemov's 'Teach Like a Champion', Rosenshine, and recent developments in cognitive science
- A commitment to reducing unnecessary tasks through our academy-led Workload Charters
- A belief that our staff are our greatest asset, fostering a developmental environment where everyone can thrive and grow in their role
- A calm and purposeful learning environment that is warm, welcoming, and friendly
- Centralised behaviour systems to further support teacher workload
- A focus on improving reading ability
- A broad range of extra-curricular activities, including sports, music, performing arts, and academic clubs.

About Astrea Academy Trust

A KNOWLEDGE-RICH EDUCATION

By a knowledge-rich education, we mean a rigorous and extensive knowledge-based education, that draws its material and methods from the best and most important work in both the humanities and the sciences.

The aim of a core knowledge education is not primarily to prepare students for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon but should embrace other cultures and traditions. What that canon includes will be subject to review but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

WHAT ASTREA OFFERS

- Ongoing CPD, career development, and promotion opportunities
- Extensive support and progression opportunities
- Collaborative planning with a developing centralised KS3 curriculum and associated artifacts
- A feedback policy focused on whole-class feedback – no onerous marking policies
- Disruption-free learning and a ‘warm/strict’ behaviour system
- Highly visible/supportive senior leaders who have your back
- Centralised detentions, including homework detentions - no need to organise, run or chase them
- No formal graded lesson observations – just ongoing ‘no-stakes’ drop-ins based around instructional coaching for continuous development
- Excellent support from the Astrea Trust Central team and other colleagues in secondary schools

Codifying Culture

‘We are what we repeatedly do.
Excellence, then, is not an act, but a habit.’

Excellence is a habit



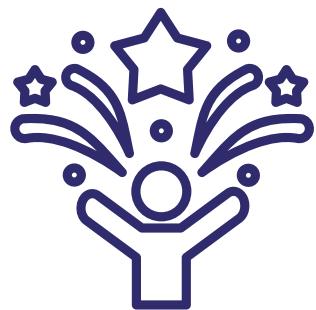
Students rise to meet our high expectations. Maintaining our standards is paramount to establishing strong cultural norms and fostering a culture of excellence.

Warm/Strict (WWF)



We maintain high expectations for students while fostering an environment of warmth, genuine care, and positivity. This nurtures a supportive learning atmosphere which is both disciplined and joyful.

Joy and belonging



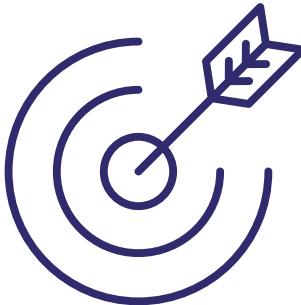
Belonging is one of the most powerful human emotions. Our school creates warm, welcoming, and friendly environment that are fully inclusive, ensuring every student feels joy and a sense of belonging.

Kindness & Politeness



These values are essential for a positive school culture. We foster an environment where kindness, politeness, and gratitude are consistently practiced, creating a respectful and supportive community for all students.

Purpose not power



Actions, intentions, and words are guided by purpose, not merely by positions of authority. All colleagues can clearly articulate the rationale behind actions and decision-making processes.

Over communication



We consistently revisit and reinforce our mission, values, and principles. Over-communicating our core purpose ensures everyone remains aligned. Our values are lived not laminated.

Codifying Culture

'A strong culture is taught not caught'

Praise & Recognition



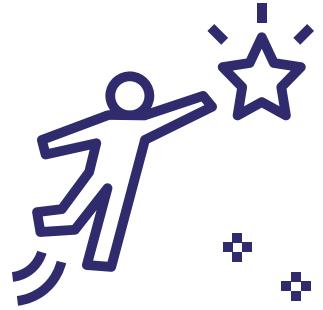
Recognition, praise, and rewards drive positive change. We aim to praise students every lesson, every day. Sanctions are issued when wrong choices are made.

Rowing together



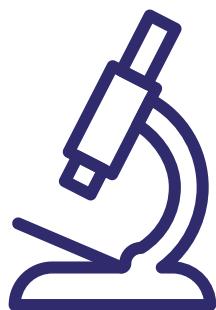
Aligned around our vision and values, all staff row together with relentless consistency. Ignoring issues undermines our culture; instead we collectively row together for the benefit of all.

Aspiration



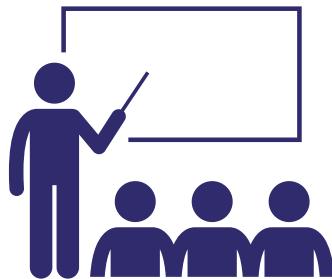
We deliver a knowledge-rich curriculum providing the foundation for excellent outcomes and further opportunities. We believe everyone can succeed. We focus on raising attainment, not just aspirations, turning goals into reality.

Sweat the small stuff



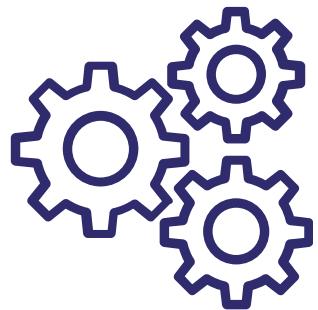
Leaders and staff adopt a meticulous approach, with a relentless drive to ensure fundamental basics are consistently in place and maintained at all times.

Teachers can teach and students can learn



We are committed to fostering an environment where exemplary behaviour is the foundation for disruption free learning. All teachers and support staff can teach and do their jobs free from disruption, no matter their status.

Routines



Universal classroom routines help establish a culture focused on learning. By setting shared expectations and consistent behaviours, we shape the values and norms that define our school community.

About the role

Role Title	Vice Principal - Quality of Education
Responsible to	Principal
Salary	LS 20-24 £84,303.00 - £92,967.00 Annually

PURPOSE OF THE ROLE

This is a rare and exciting opportunity to join St Ivo Academy as Vice Principal: Quality of Education.

We are seeking an exceptional and visionary leader to join our senior leadership team, taking strategic responsibility for securing excellence in the quality of education across the academy. This role is central to realising our ambition for outstanding teaching, a rich curriculum, and exceptional outcomes for every scholar.

As Vice Principal for Quality of Education, you will lead on raising standards in teaching and learning, ensuring that our curriculum is ambitious, inclusive and delivered with consistency and expertise. You will champion evidence-informed practice, strengthen professional development, and play a pivotal role in shaping the next phase of St Ivo Academy's improvement journey.

We are looking for a leader who shares our commitment to delivering an excellent education for all scholars and who is deeply aligned with our mission to disrupt disadvantage. This is a unique opportunity to make a profound impact within a single-academy setting—driving improvement, influencing culture, and empowering colleagues to achieve exceptional results.

The successful candidate will bring:

- A proven track record of improving the quality of education and securing excellent outcomes
- Deep knowledge, skill and passion for high-quality teaching, curriculum design and assessment
- The ability to inspire, support and motivate colleagues through strong leadership and clear, purposeful communication
- The strategic vision and organisational capacity to lead ambitious priorities and oversee a diverse portfolio effectively

Job Description

KEY RESPONSIBILITIES

- The line management of Assistant Principals and other senior leaders, where appropriate.
- Support the Principal with the development, communication and implementation of the school development plan, with specific oversight of Quality of Education priorities.
- Develop a culture of constant improvement.
- Lead on the professional development of staff.
- Contribute to the effective day-to-day leadership and management of the Academy, working in partnership with the Principal and senior team.
- Ensure that disadvantaged children are positively impacted and provided with an inclusive education experience.

ACCOUNTABLE FOR

- Providing high-quality strategic leadership of Quality of Education projects, ensuring delivery against agreed priorities and measurable impact.
- Securing exceptional scholar outcomes across placement Trust school
- Providing high quality leadership in behaviour and culture.
- Assuring that effective procedures are undertaken for recording, monitoring, analysing and acting upon a range of data sets as needed to implement and measure the impact of school improvement strategies
- Staying informed of current educational development, policies and research as needed to influence and drive school improvement
- Providing high quality mentoring and coaching to senior leaders, curriculum leaders and relevant staff
- Undertaking any other professional duties, which are reasonably delegated by the Principal

Personal and Professional Conduct

- Demonstrate a high standard of personal and professional conduct and uphold public trust in the profession by maintaining a high standard of ethics and behaviour in and outside of the academy in line with the academy's policy.
- Have professional regard for and actively promote the ethos, policies and practices of the academy and maintain high standards in own dress, attendance and punctuality.
- Understands and acts within the statutory frameworks which set out professional duties and responsibilities.

Person Specification

QUALIFICATIONS

- Qualified Teacher Status (QTS)
- Evidence of continuous INSET and commitment to further professional development

EXPERIENCE

- Middle or Senior Leadership experience
- Exceptional knowledge and expertise
- Proven track record of school improvement at senior leadership level

KNOWLEDGE & UNDERSTANDING

- DFE behaviour guidance
- Statutory and legal frameworks
- Curriculum development and design

PERSONAL SKILLS & ATTRIBUTES

The ability to:

- Promote the Trust's aims positively, and use effective strategies to lead and manage
- Develop good working relationships within the team
- Establish and develop close relationships with parents, trustees, Trust senior staff, governors and the community
- Communicate effectively (both orally and in writing) and be approachable to a variety of audiences
- Work in an organised manner, committed to the task in hand, and able to work to deadlines
- Lead and manage highly effective teams

Operational success
relies fundamentally
on **the success**
of our people 

Candidate Charter

We want every candidate to have an informed, engaging, and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- Transparency – we will treat you with respect, honesty and fairness.
- Protecting your privacy – we'll ensure your information is secure and handled sensitively.
- Understanding – you will be given everything you need to make informed decisions.
- Showcasing talent – we will provide a good opportunity for you to share your skills, experience and potential.
- Feedback – we will provide constructive feedback professionally and promptly.
- Listening – we welcome feedback and we'll act on what you have to share.
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce.

WE WILL:

- Provide you with clear, accurate and timely information.
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need.
- Respond to enquiries promptly and usually within 24 hours during the working week.
- Adopt a fair and consistent assessment process.
- Make sure you have all the documentation and details you need for an interview, well in advance.
- Provide you with real insight about what it's like to be part of our team.
- Ensure all offers are fair and equitable.
- Seek feedback on your experience at every opportunity, so we can continue to improve.

IN RETURN WE ASK THAT YOU:

- Be honest and upfront about your experience, aspirations and motivations.
- Provide open and accurate information when submitting an application.
- Always give yourself the best opportunity to succeed – research who we are and how we work.
- Let us know if situations change in relation to your interest and help us understand why.
- Prepare yourself for interview and let us know how we can support you.

How to apply

Your application

If you like what you've read so far and think you can see yourself as a key member of the Astrea team, it's time to fill in your application.

Your application is an important part of the selection process as it's used to determine whether or not you'll be chosen to have an interview. It's really important that you try to capture all of the relevant information we have asked for on the form so we can get a good feel for who you are and why you're great.

All applications must be submitted through My New Term - the link to our careers page is here:
[Astrea Academy Trust Careers Page Link](#)

Tips for a great application

- Check out the person specification - this highlights the key aspects we're looking for.
- Be yourself. Your personality, values and vision are the most important to us - you must be a great fit!
- Be sure to read this pack and our policies thoroughly to ensure you are fully aligned to our ways of working. If so - tell us about it!
- Make sure you tell us what skills you have that make you perfect for this role. Tell us the impact of your work, don't just list the tasks that you have completed.
- List any formal qualifications on your application. We'll need to see the certificates for your qualifications at interview stage.
- Make sure you include paid work, unpaid work and any work experience in your employment history. Start with your current employment, or if you are currently unemployed, your most recent employment. If there are any gaps in your employment, you must tell us why for safer recruitment purposes.
- At least one of your referees should be your current employer. If you are not currently employed, provide your most recent employer. If you don't have any employment history, think about professional referee's who would best describe your strengths for the role and your suitability to work with children.

How to apply

Astrea Academy Trust are an equal opportunities employer, committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an enhanced Disclosure & Barring Service check and satisfactory employment references.

As well as verification of identity, we ask all successful candidates to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

DISABILITY CONFIDENT EMPLOYER

Astrea Academy Trust is delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Any questions

Who do I contact if I have any questions about the role?

If you'd like to speak to a colleague ahead of submitting an application, please refer to the job advert and contact the lead person for the specific role. We'd love to answer any questions you may have. Likewise, a phone call or teams meeting may work for you - please reach out and we'll make it happen.

Who should I contact if I have any special requirements?

If you're unable to complete our online application form and need some support, and/or you need our documents in an alternative format, for example, large print, please contact our recruitment team recruitment@astreaacademytrust.org.

How long will it take for you to decide if I've got an interview?

This can vary depending on the number of applications we receive for each vacancy. Generally speaking, we do try our best to make or decision and contact applicants invited for interview within a week of the closing date.

Will I be notified if my application is unsuccessful and will I receive feedback?

We know how much time and effort goes into an application and we really appreciate the time you've taken to apply for a job with us. During the shortlisting stage, your application status will be updated on MyNewTerm & you will receive an automated email from the system. Due to the volume of applications we receive, we're unable to provide feedback to unsuccessful candidates at the shortlisting stage.



Please visit our website to
learn more

www.astreastivo.org

