



**FUTURE
ACADEMIES**
LIBERTAS PER CULTUM



Assistant Principal, Literacy

Recruitment Pack



WELCOME FROM OUR PRINCIPAL – Ruthie Jacobs

Dear Applicant,

I am delighted to welcome you to Laureate Academy and thank you for your interest in joining our team. At Laureate, our ethos is at the heart of everything we do, and we are steadfast in our commitment to it. We believe that every student should have access to an education that offers *"the best that has been thought and said."* As a team, we are dedicated to providing a **knowledge-rich and stimulating education** complemented by a strong **extracurricular programme** and **robust pastoral support**, enabling every student to thrive and pursue a future full of choice and opportunity.

We are committed to creating an academy with **high standards of teaching and behaviour**, ensuring that no child is left behind. Everything we do is framed by our three core values: **Knowledge, Aspiration, and Respect**. We encourage students to *"Work Hard, Aim High, and Be Kind,"* and these values guide the work we do as staff, too.

Thank you for your interest in the **Assistant Principal, Literacy** role. **This is an exciting opportunity for an enthusiastic and dedicated individual to join our team and contribute to the continued success of Laureate Academy. The Assistant Principal will be a prominent, visible presence around the Academy. They will provide strong leadership support to ensure the effective operation of the school. They will work closely with the Principal, staff, students, and parents to foster a positive and inclusive learning environment, and promote a culture of excellence, innovation, and student success.**

As part of our team, you will be instrumental in shaping our students' academic journey and personal growth. If you share our passion for high standards, student success, and a commitment to shaping well-rounded individuals, we would love to hear from you.

Future Academies is passionate about diversity and inclusivity. We welcome applications from individuals with the skills and experience to fulfil the requirements of the job description, and whose values and qualities align with those in the person specification. We encourage applications from candidates of all backgrounds, regardless of any protected characteristic.

If you would like to discuss the role in more detail, please do not hesitate to contact Chloe Giles, HR and Office Manager, at HR@laureate.futureacademies.org.

We look forward to receiving your application.

Best wishes,
Ruthie Jacobs
Principal





JOB DESCRIPTION

JOB TITLE:	Assistant Principal, Literacy
LINE MANAGER:	Principal
CONTRACT TYPE:	Full-time, Permanent
SALARY:	Fringe Leadership scale, FL11 – FL16 (£65,188 to £73,539 per annum) Starting salary to be confirmed upon appointment, subject to experience.
PLACE OF WORK:	Laureate Academy
RIGHT TO WORK:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance
HOLIDAY ENTITLEMENT:	Teacher contract – Not applicable to teachers
STAFF BENEFITS:	<p>Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:</p> <ul style="list-style-type: none">• A supportive ethos and concern for the well-being of all colleagues.• Excellent CPD opportunities and career progression.• Employer Contributions to Local Government or Teachers Pension Scheme.• Mintago – employee benefits platform.• Employee Assistance Programme.• Access to a Virtual GP• Eye Care Voucher scheme.• Partnership with YellowNest -Salary sacrifice childcare. <p>For further information regarding our staff benefits, please visit our website.</p>
PROBATION PERIOD:	The post holder will be required to complete a 4-month probation period

PURPOSE OF THE ROLE

The purpose of an Assistant Principal, Literacy is to support and lead initiatives that improve students' reading abilities and literacy skills across all grade levels. This role involves overseeing the development and implementation of literacy programmes, guiding instructional practices, and ensuring that curriculum aligns with the correct standards.

The Assistant Principal, Literacy works closely with teachers to analyse student data, provide professional development, and support differentiated instruction. Additionally, they will collaborate with other staff members to create a school-wide culture that values literacy, aiming to close achievement gaps and foster a love of reading and writing in all students. The role of Assistant Principal, Literacy will also include additional substantive responsibilities.

MAIN RESPONSIBILITIES AND TASKS

LITERACY

- Provide strategic leadership in literacy instruction by designing and implementing a comprehensive, school-wide literacy strategy.
- Coordinate and oversee targeted reading interventions to enhance students' reading abilities, boost their confidence, and foster a positive attitude toward reading.
- Plan and deliver literacy-centred events, initiatives, and professional development sessions to support staff in effective literacy instruction.
- Integrate literacy across all subject areas by promoting a consistent approach to literacy teaching, ensuring all staff contribute to developing students' literacy skills and confidence

LEADERSHIP TEAM RESPONSIBILITIES

- Support the day-to-day management of the school.
- Deputise for the principal, as required.
- Be an effective member of the senior leadership team
- Maintain confidentiality, collective responsibility and collegiality;
- Support, promote and embody the academy's vision and ethos;
- Lead on particular strategies and policy areas;
- Be a source of inspiration, support and guidance to colleagues;
- Maintain a visible presence about the school;
- Conduct lesson observations, learning walks, work scrutiny and other quality assurance tasks;
- Set performance expectations and conduct performance evaluation for assigned staff;
- Contribute to self-evaluation and development planning;
- Contribute to the success of the academy, in the widest possible sense;
- Deputise for other senior colleagues, as necessary.
- Keep abreast of developments in education

TEACHING AND CLASS MANAGEMENT RESPONSIBILITIES

- Delivering excellent lessons, achieving excellent results and acting as a role model to students;
- Modelling best practice
- Having the highest expectations of every student in terms of achievement, character and conduct;
- Loving their subject and cultivating a similar passion in their students;

- Supporting their students through academic intervention, as required;
- Contributing to the co-curricular programme and the wider life of the school; and
- Attending academy events and meetings.

MANAGING STAFF

- Assist with the selection and recruitment of new teaching staff.
- Performance manage designated colleagues, including carrying out appraisals, providing professional development opportunities and holding staff to account for their performance.
- Line manage designated colleagues, creating an ethos within which they are motivated and supported to develop their skills and knowledge.
- Commit to their own professional development, proactively identifying development opportunities.

SYSTEMS AND PROCESSES

- Ensure that the Academies systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding pupils and extremely high expectations of exemplary behaviour.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and expecting excellent professional behaviours.
- Support the Local Governing Body as appropriate.
- Support strategic, curriculum-led financial planning to ensure efficient and effective use of resources.

TRUST RESPONSIBILITIES

- Uphold Future Academies' values of knowledge, aspiration and respect at all times;
- Act with professionalism and integrity at all times; and
- Contribute to the wider success and development of the trust.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

The Job Description will be subject to periodic review to fit in with the needs of the Trust and provide development opportunities. It is not a comprehensive set of tasks, but sets out the main expectations of the Trust in relation to the postholder's responsibilities and duties at this time.

To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of Continuous Development • A degree – 2:1 or above • Minimum of five years' experience working in a secondary setting. • Minimum of three years working as a member of Senior Leadership, preferably as an Assistant or Vice Principal. • Evidence of sustained improvement overtime. • Experience of working with multiple external agencies. • Evidence of strategic development of pastoral practices which have improved student outcomes. • Evidence of implementation of successful strategies that have had a positive impact in the area of behaviour, attendance and or student wellbeing. • Experience in mentoring and providing training to colleagues. 	<ul style="list-style-type: none"> • Evidence of further qualifications e.g. Masters, NPQH
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
•	<ul style="list-style-type: none"> • Ability to teach in a subject up to A-level. • Knowledge and understanding of safeguarding and inclusion policies for behaviour and attendance. • Knowledge and understanding of legislation related to safeguarding, SEND and Inclusion. • Excellent verbal and written communication skills to collaborate effectively with all Academy stakeholders. • Ability to communicate and liaise with a wider range of external multi agency colleagues. • Able to keep accurate records and to relate observations to records and planning. • Able to build and maintain constructive relationships with students and parents / carers. • Ability to analyse and interpret data related to attendance and behaviour. 	<ul style="list-style-type: none"> • Any other relevant knowledge or skill

	<ul style="list-style-type: none"> • Capacity to adapt support strategies to cater to individual student needs and respond to changing circumstances. • Able to coordinate and lead a large team. 	
Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements		
	<ul style="list-style-type: none"> • Commitment to the safeguarding and promotion of the welfare of all children and young people. • Commitment to equality and Diversity. • Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. • A commitment to undertake all relevant in-service training and continual professional development. • To comply with Academy routines and protocols as written and intended. • To demonstrate awareness of the need to promote and protect the Academy's profile and reputation. • A willingness to be involved in extra-curricular activities. 	

WHAT CAN WE OFFER YOU?

1

Colleagues who care about the children they serve and each other.

2

A curriculum that is centrally resourced and locally owned.

3

An evidence-based hybrid CPD offer, striking balance between central input and local tailoring to context.

4

Bespoke leadership development opportunities with the chance to be involved in a year-long programme including executive coaching.

5

A thoughtfully crafted staff benefits offer through our partner, Mintago, including tax-free childcare, cycle to work vouchers, virtual GP access and much more.

6

A two-week October half term with no reduction in holidays elsewhere.

7

Integrated instructional coaching through StepLab, enabling feedback which is timely, developmental and low-stakes.

8

Access to a generous enrichment fund, outside of the school funding envelope, through a bidding process to our charity sponsor, Future.

9

We lean into the size of our MAT. With ten schools, we are small enough for you to know everybody, and big enough for you to lean on them for support.

10

We treasure staff voice and use SchoolSurveys to get benchmarked data on how our staff feel and what they think. 83% of staff feel their line manager make them do their job better, against a contextual benchmark of 69%.

APPLICATION PROCESS

1. Applying for the role

- To apply for the post, please visit our website - [Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)
- Applicants should complete the online application form via FaceEd. Applicants should also complete the 'Personal Statement' section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.
- Applications must be received no later than **12:00 PM on Monday, 12th May 2025**. Applications after this date will not be considered.

2. Interview Process

- The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

3. Notification & Feedback

- Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.
- Unsuccessful candidates will be given the opportunity to receive professional feedback.

4. Taking up the post

- The successful candidate will take up the post as soon as possible.

5. Additional information

- For further information please email HR@laureate.futureacademies.org and a member of the HR team will contact you.

6. Safeguarding

- As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the Trust expects all members of staff and volunteers to share in this commitment. An 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check is required for this role.

