



CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information

Assistant Principal

Teaching, Learning and Professional Development



Crown Hills Community College
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crownhills.com





Dear prospective applicant,

Thank you for expressing an interest in this key vacancy at our college. This post has arisen due to a change of responsibilities within the leadership team and this role will be integral in supporting our college move from good to great.

The last few years have been amazing for our college community, as we have started to gain external recognition for the way we are doing things; from being shortlisted twice for the TES well-being school of the year in 2022 and 2023, to being one of five schools to win the Silver Award for the Pearsons secondary school of the year.

Our aim has always been to make this school one of the best schools to attend as a child and to work in as a member of staff. That mission is extremely rare and we urge you to come and see us in action, speak to the staff and speak to the students. Every decision that we take is done with a lot of thought and consideration and we put well-being at the centre, so that teachers can teach and students can learn.

The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC:

<https://www.youthsporttrust.org/news-insight/podcasts/well-schools-s2-e3-farhan-adam-crown-hills-community-college-in-leicester>

Therefore, we are not a college that is driven by OFSTED and whether we are GOOD or OUTSTANDING but we do things because they are at the very essence of helping our children and school community to be the best that they can be.

Our approach is underpinned by leaders understanding their responsibility and fulfilling it, not by wielding their power or authority and we welcome and appreciate challenge if we do not live up to the standards that are expected of us. Therefore, how we lead, is as important as the direction we are taking staff in. You need to have the emotional intelligence to deal with sensitive matters with clarity as well as trusting those around you to deliver and, when needed, have tough love conversations to improve delivery. We have nearly 200 staff and 1500 students, so your ability to work with different groups of people in a dynamic environment is paramount, and a key part of the role.

As Principal, it has always been my philosophy to grow and nurture new talent so that we create the next generation of leaders, it is something that I have done throughout my career, and this role will support the successful individual on their journey. I have personally led on leadership programmes over the last decade with the DFE and supported over 120 leaders to be successful in their next step. I am now looking for someone to coach and support more directly, to headship, if need be.

Our mission is simple, we want every student to be the best that they can be, thrive in the best possible career and contribute positively to society.

We are very clear that the gender, background, colour, financial or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

We are well oversubscribed, even though we have increased our PAN from 240 to 300 pupils, we have more applicants than we have spaces. Our P8 score has also increased year on year and we have fluctuated between the top 12% and 20% of schools nationally. We are particularly proud that our PP pupils achieved a score of +0.17 in 2023.

We have removed lesson observations from the appraisal process for the last seven years and linked it to professional development. Currently staff are entitled to 'visits' and entitled to a professional dialogue to improve their practice. That is a risk we have taken but it is aimed at creating a learning community where teachers can teach and learners can learn, without fear.

Our behaviour policy is clear and simple, "First Time Every Time," no quibbles, no arguments just do as we expect. Teachers no longer have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers.

If you walk the building during lessons, it is as if the school is empty; you will only hear the sound of delivery from teachers through an open door.

Curriculum is obviously now at the forefront of what we do and is the progression model. We have spent a significant amount of time ensuring that the curriculum is sequenced appropriately so that students are knowing, remembering and therefore able to do more.

Teachers are at the centre of delivery, they hold the knowledge and it is their expertise that is used to impart the key knowledge to students, we call it a knowledge-first approach and not a discovery model of delivery. We will talk more about this at the information evening.

We are looking for somebody who is smart, hungry and humble as a leader and willing to do what it takes to improve the lives of children.

The role is about improving teachers and their delivery, based on our already established 'temple' and how their improved pedagogy can improve outcomes for our children. We will speak more about the temple and what it means on the information evening. You will form part of the CURRTLA team, which comprises of the VP for Curriculum, the AP for outcomes and the suitable candidate for T&L.

If you would like an informal chat about the role, please do not hesitate to contact me directly on 07594595877

We are building a learning community that is built on trust and continuous professional development. If you have high aspirations for children from deprived backgrounds and experience of delivering educational excellence by improving pupil outcomes, then we would love to hear from you.

I would also urge you to look at our well-being charter that provides you with clarity about how you will be supported in your role as a leader at the college and what the expectations are that we have of you as a leader at CHCC.

[We have arranged a compulsory information evening preferably in person or over Teams as this process is very much two-way and you need to be sure that this is a school you want to work in.](#)

[The Information Evening will take place on Tuesday 7th May at 5.30pm, please let Sumaya Seedat know by email if you wish to attend – \[sumayaseedat@crownhills.leicester.sch.uk\]\(mailto:sumayaseedat@crownhills.leicester.sch.uk\)](#)

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our website: www.crownhills.com, please include e-mail addresses of all referees, and email it together with a letter of application (no more than 2 sides of A4) outlining your experience relevant to this post to sumayaseedat@crownhills.leicester.sch.uk by Monday 13th May 2024 at 9am.

Information Evening – 5.30pm Tuesday 7th May @ CHCC and preferably not online

Deadline – Monday 13th May 9am

Interviews – Thursday 16th May 2024

Start Date: - August 2024

I look forward to meeting you in person or seeing you online and hopefully reading your application!

Yours sincerely,



Mr F Adam (Principal)

****Commitment to Safeguarding**

Crown Hills Community College is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including an online search, an enhanced DBS check and satisfactory references. Online searches will only take place on shortlisted candidates and will be carried out only to identify any matters that might relate directly to the employer's legal duty to meet the safeguarding duties set out in Keeping Children Safe In Education. Shortlisted candidates will be notified of the form the search will take and any information gathered through an online search that gives rise to legitimate areas of concern will be raised with the candidate directly in the interview.

JOB DESCRIPTION

Job Title: Assistant Principal	11-16	Maintained
College: Crown Hills Community College	Grade:	L14 - 21
Reports to: Principal	Salary:	£65,010 - £77,195
Term: Permanent Full-Time	Additional: To be discussed with the candidate	
Key Areas of Responsibility: Teaching, Learning and professional development		

Job Purpose Summary

To be accountable for the improvement of teaching at Crown Hills Community College. To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the THIRST values of Trust, Honesty, Integrity, Respect and Tolerance, which extends beyond the school into the wider community. This is a strategic role to support the growth of the college.

Overall Strategic Opportunities

- a. Assist in the creation and implementation of a strategic plan which improves the quality of teaching and ensures priorities that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement.
- b. Work in partnership with the Principal, Senior Leadership Team, Governing Body, staff, students, parents and the Local Authority in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
- c. Support the maintenance and enhancement of the College's ethos and mission (via the College's THIRST values) through own outstanding professional conduct and high expectations of others.
- d. Provide outstanding strategic and operational leadership of all areas of responsibility.
- e. Develop and implement an effective strategy for all areas of responsibility in collaboration with other members of the Senior Leadership Team.
- f. Devise and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
- g. Develop systems and structures for the effective management and administration of all areas of responsibility.
- h. Performance manage middle leaders as required and support staff.

Teaching and Learning

- a. Lead the development and implementation of QA systems within teaching to ensure effective planning, assessment, monitoring, recording, learning and teaching and attainment in all curriculum areas.
- b. Reinforce and monitor the adherence of all staff towards college initiatives learning, teaching and classroom management.
- c. Organise and implement the PDV and DPDV window of visits to lessons.
- d. Provide leadership of the development and regular meetings of a learning and teaching group to develop and disseminate good practice across the college.
- e. Ensure teaching is underpinned by excellent subject pedagogy
- f. Provide weekly elite instructional coaching to establishing and emergent teacher, providing immediate feedback on highest leverage gaps.
- g. Support the identification of systemic gaps in a faculty or the wider school identified by the PDV and DPDV process.

Professional Development

- a. Lead the organisation and delivery of training and planning for INSET days and professional development sessions to enhance learning and teaching practices.
- b. Provide strategic leadership and management of the professional development of both teaching and support staff.
- c. Lead the professional development and implementation of coaching plans to ensure staff support good progress of pupils.
- d. Identify particular development needs of individual staff and provide instructional coaching to address them
- e. Support and lead the induction of new staff to ensure that there is consistency in the delivery of learning, teaching and classroom management.
- f. Manage the statutory induction of the early career teachers through line management of the ECT lead.
- g. Model lesson visits and instructional coaching for senior and subject leaders.
- h. Quality assure the leadership of teaching in designated faculties through review of CPD/training plans,

Leadership

- a. Leads through the college values in every aspect of their leadership and ensure that it is at the forefront of decision making.
- b. Has a clear understanding of emotional intelligence, is aware of their own emotions when leading and is able to remain calm under pressure taking their teams with them on the journey of becoming great.
- c. Develops own leadership qualities and undertakes appropriate CPD to enhance leadership within the teams that they lead.
- d. Encourages distributed leadership within the team, by appropriate delegation of tasks and strategies to others. Establishes clear roles within the team and actively supports and monitors these to impact on classroom practice
- e. Develops a "learning ethos" within the team with high quality teaching and learning, achievement and innovative practice
- f. Ensures all reports for SLT and Governors are on time and informative
- g. Links with other networks of leaders to help develop practice and improve achievement

Senior Leadership Operational Duties

- a. To liaise and work with the Principal and other members of the Senior Leadership Team on all matters relating to college policy and raising achievement
- b. To participate in the duty system, including lunchtime duties
- c. To be 'on call' at specified times of the week as the senior member of staff on duty
- d. To attend and participate in Senior Leadership Team meetings, leading when appropriate
- e. To work with outside agencies as appropriate
- f. To carry out other duties at the request of the Principal which are commensurate with a leadership role
- g. To act as an SLT link for a particular year group
- h. To teach up to 9 out of 30 lessons per week

Faculty Management

- a. Provide line management a range of faculties by supporting and challenging them to achieve faculty targets.
- b. Audit the LM Faculty curriculum to ensure statutory compliance, proficient standards of provision, the highest levels of attainment and effective systems and structures.
- c. Support Head of Faculty to enhance the knowledge-first curriculum content, quality of responsive teaching and assessment to ensure that 'the best of what is thought and said' is having a positive impact on student outcomes.
- d. To ensure that the Faculty/ies are managed within the appropriate financial footprint and is sustainable.
- e. To ensure that a culture of professionalism is maintained at all levels within the faculty and to provide the appropriate

Relationships with Others

- a. Participate in and deliver the Appraisal Cycle and INSETs as appropriate.
- b. Set appropriate and challenging targets for appraisees and provide the appropriate level of support, challenge and HR.
- c. Participate in the induction of new staff into the school community.
- d. Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Local Authority and ensure all communication is consistent with the school's ethos.
- e. Lead with the THIRST values of the college and ensure they are at the core of everything that we do

Accountability

- a. Be accountable to the trust for the performance of teachers and leaders where support is provided directly.
- b. To report to the Quality of Education committee and full governing body on the improvements, training and quality of teaching in the college on a regular basis.
- c. To hold yourself and others accountable to the values and standards that the college and those that the profession are expected to uphold.
- d. Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.

Other responsibilities as part of the Senior Leadership Team

- a. Lead on the promotion, dissemination, implementation and monitoring of all whole-school strategies.
- b. Contribute to the wider life of the College and its community through out of hours and partnership work.
- c. Support the work of colleagues within the Senior Leadership Team through the strategic leadership of key processes within school.
- d. Carry out any such duties as may be reasonably required by the Principal. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

PERSON SPECIFICATION

Assessed by:

No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
QUALIFICATIONS				
1.	A degree qualification	E	✓	
2.	Qualified Teacher Status	E	✓	
3.	Evidence of Continuous Professional Development	E	✓	✓
4.	Middle or Senior Management qualification	D	✓	
EXPERIENCE				
5.	Track record of delivering very high quality and effective teaching	E		
6.	Experience of designing and delivery of effective professional development at faculty/dept. level or higher	E	✓	
7.	Effective management of a high-achieving team	D	✓	
8.	At least 3 years successful middle management experience	E	✓	
9.	Track record of delivering 'outstanding' outcomes for pupils	E	✓	
10.	Leading improvements in T&L at faculty/dept. level or higher	E	✓	✓
11.	Partnership and team working	E	✓	
12.	In-depth knowledge of the Early Careers Framework	D	✓	
13.	Working as an examiner for an examination board	D	✓	
14.	Experience of managing change successfully	E	✓	✓

ABILITIES,SKILLS AND KNOWLEDGE

15.	Ability to teach to GCSE standard	E	✓	
16.	Ability to teach to A-level standard (Level 3).	D	✓	
17.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E	✓	
18.	Ability to develop and implement strategies to enhance and sustain whole school initiatives	E	✓	✓
19.	Ability to communicate verbally with and write reports for a range of stakeholders, including Governors and external agencies.	E	✓	✓
20.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E	✓	✓
21.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and students).	E	✓	
22.	Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support	E	✓	✓
23.	A strong commitment to inclusion and overcoming barriers to learning and achievement	E	✓	✓

PERSONAL QUALITIES

24.	A passionate belief in the mission and values of the college	E	✓	
25.	Commitment to working flexibly outside of school hours to achieve outstanding outcomes for young people	E	✓	
26.	Highly organised, literate and articulate.	E	✓	
27.	A passionate belief in the school's aims and values.	E	✓	✓
28.	A strong belief in the value of education in developing citizens.	E	✓	
29.	Highest levels of professional and personal integrity.	E	✓	
30.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
31.	Personal resilience, persistence and perseverance.	E	✓	✓
32.	Commitment to the pursuit of Continuous Professional Development by oneself and others.	E	✓	✓
33.	A sense of humour	E	✓	✓
34.	Must attend the information evening in person or virtually	E	✓	