

**INFORMATION PACK**  
**ALTRINCHAM GRAMMAR SCHOOL FOR GIRLS**  
**Vice Principal**  
Required for 1 September 2022

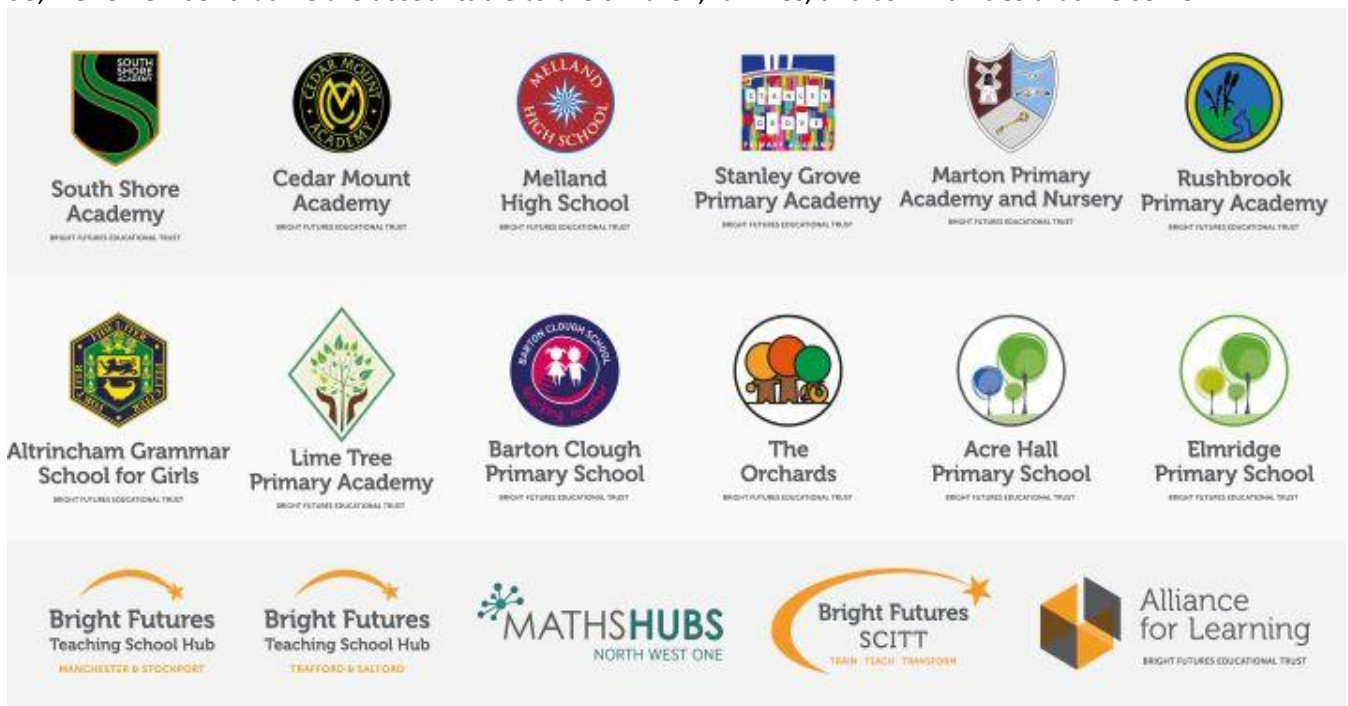
**VICE PRINCIPAL**

A successful and experienced senior leader, with highly effective inter-personal skills, is required to join our outstanding school. The Vice Principal will be specifically responsible for the leadership of safeguarding, pastoral care, personal development, and the behaviour and wellbeing of our students as well as deputising for the Principal and contributing to the wider strategic leadership of the school.

The full job description and person specification are on pages 4 – 10 of this pack.

**Bright Futures Educational Trust**

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: **community, integrity, and passion**. In everything we do, we remember that we are accountable to the children, families, and communities that we serve.



Our schools have their own identities, form one organisation and have one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals, and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: <http://bfet.co.uk/about-us/>.

The central team includes the Executive: John Stephens, CEO; Edward Vitalis, Chief Operating Officer; Gary Handforth, Director of Education; Lisa Fathers, Director of Development, Partnerships and Teaching School Hubs and Lynette Beckett, Director of HR & Strategy. The focus of these roles is to work with schools, providing high quality and timely guidance, leadership, challenge, and support. In addition to the executive team, we have central operations for finance, communications and marketing, HR, educational psychology, and digital technologies. Please see our website brochure which explains our central operations: [Working together for a](#)

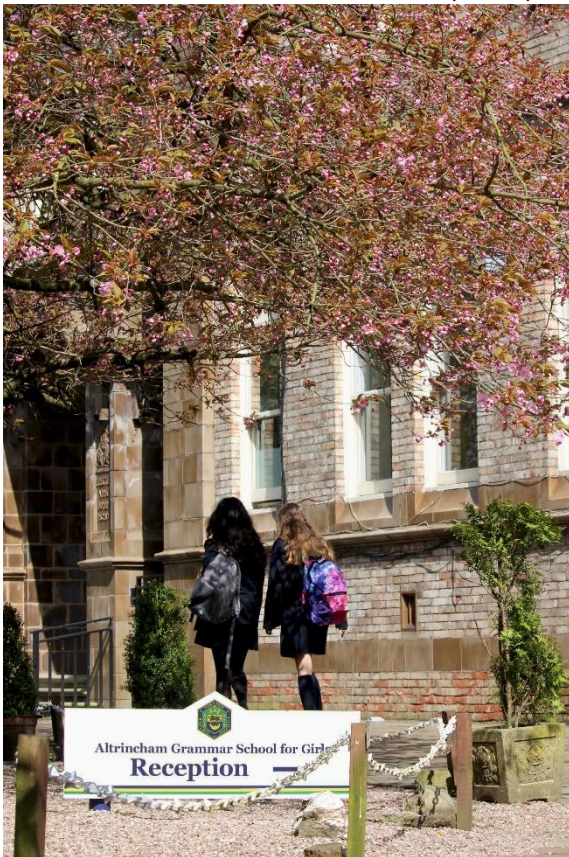
## Bright Future.

Bright Futures Development Network is another important outward facing component of our organisation. Underneath this umbrella we have 5 network hubs. 'The Alliance for Learning' (AFL) which provides school improvement services and CPD to over 700 schools (<http://allianceforlearning.co.uk/>), a North West Maths' hub providing mathematics training and coaching to 500 schools and a SCITT (School Centered Initial Teacher Training) which is the largest in the North West. After significant national reforms to the teaching school policy, Bright Futures was designated with two new large-scale Teaching School Hubs in 2021. The areas we serve are Manchester, Stockport, Salford, and Trafford. Our two Blackpool schools benefit significantly from the Trust's wide range of strategic partnerships, having priority access to high quality CPD, professional expertise and bespoke learning opportunities.

Collaboration and strong relationships form one of the 'commitments' in our Strategy and all components of the Bright Futures' family work closely together. Our Strategy was developed collaboratively and can be found on our website: [Our Strategy](#).

## Altrincham Grammar School for Girls

Altrincham Grammar School for Girls (AGGS) is a highly successful single sex 11 -18 academy in the South



Trafford area. AGGS was in the first cohort of schools to be designated a national teaching school in 2011. AGGS is the lead school in 'The Alliance for Learning', which comprised schools of every type and phase, plus universities, throughout a wide geographical area. The impact of teaching school activities has been felt within the Trust and far beyond. We have a reputation for excellence regionally and nationally, of which we are very proud.

AGGS is committed to providing equal opportunity in recruitment and employment to all individuals. We will consider candidates without regard to race, ethnicity, gender, religion, sexual orientation and identity, national origin, age, military or veteran status, disability or any other legally protected status; and without discrimination based on socioeconomic, marital, parental or caregiving status, or any of the previously listed characteristics or statuses.

We value the diversity of our staff and reject any form of harassment, discrimination or victimisation. The Bright Futures Educational Trust vision is: 'the best for everyone, the best from everyone'. To achieve this, we create and maintain a work environment and culture where people from different backgrounds, and with varying lifestyles, interests, opinions

and responsibilities, treat each other with dignity and respect. It is a climate in which our staff feel safe and are inspired and motivated to be their best.

Our school is dedicated to sustaining and promoting diversity with respect to recruitment, promotion, training and general treatment during employment. We are actively seeking to extend the diversity of our staff. Furthermore, we welcome candidates who have not had previous experience of working in a grammar school.

We aim to ensure that our recruitment processes set up all candidates for success. At interview our aim is to provide a positive experience. We don't want to catch anyone out, but rather to provide the opportunity for all candidates to be themselves and show us what they are capable of.

The leadership team at AGGS comprises the Principal, the Vice Principal, the Assistant Vice Principal: Head of Sixth Form, the Assistant Vice Principal: Curriculum and Achievement, Assistant Vice Principal: Staff Development and the Assistant Vice Principal: Teaching and Learning.

The pastoral team is made up of the VP, the AVP: Head of Sixth Form, senior tutors for each year group and assistant senior tutors for years 7 to 11. They are supported by a pastoral assistant and two part-time sixth-form administrators.



## Why work for us?

## Bright Futures

### A great place to work

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the Equality, Diversity, and Inclusion statement on our website: <http://bfet.co.uk/vacancies/>.

**Salary:** School Teachers Terms & Conditions and Bright Futures' leadership pay range L27 to L31 (£80,351 - £88,619 per annum), dependent upon experience.

**Pension:** Teachers Pension Scheme: <https://www.teacherspensions.co.uk/>

**Other:** We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.

**For a full explanation of our employment offer please see the booklet on our website:**  
[Great-Place-booklet.pdf \(bfet.co.uk\)](#)

### How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2021), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

Our application form is available online, along with the disclosure of criminal background form. The portal link may be found [here](#). **Please complete the application by 12 noon on Wednesday 8 December 2021.**

Long-listed candidates will be invited to the school on 17 December, when there will be an opportunity to look around the school, meet key staff, and undertake relevant tasks/interviews. Short-listed candidates will be invited to return for further selection tasks on 20 December 2021.

### Keeping Children Safe in Education

**Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people 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 and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.**



## Data Privacy

You can the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: <http://bfet.co.uk/wp-content/uploads/2018/07/BFET-Applicant-privacy-notice-002.pdf>

## JOB DESCRIPTION Vice Principal

***Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure by the Criminal Records Bureau. The post is exempt from the Rehabilitation of Offenders Act 1974.***

The Vice Principal, responsible to the Principal, will be the senior leader with responsibility for the strategic development of pastoral care and student welfare. They will be responsible for all aspects of safeguarding, including the role of Designated Safeguarding Lead. The postholder will work in close partnership with the Principal of AGGS in all key areas and will work to further the effective performance and development of the school, its students, staff and community. He/she will deputise for the Principal when necessary and, alongside the Principal, will lead the team of Assistant Vice Principals.

The Vice Principal will be a successful and experienced teacher in their subject specialism, who is able to enthuse, motivate and inspire students, generating a love for learning. The successful candidate will have demonstrated excellent leadership, management and communication skills in his/her present role. Good teamwork, high standards and a capacity for hard work will have been at the core of their success. He/she will be a creative thinker with the ability and determination to develop AGGS as a centre of excellence in teaching and learning, pastoral care and students' personal development.

### Main responsibilities

The Vice Principal is the senior leader who deputises for the Principal in her absence and who shares, at the highest level, responsibility for all key issues.

The Vice Principal offers strategic leadership and management of the whole school in all safeguarding and pastoral matters. He/she has responsibility for the formulation, implementation and evaluation of whole school pastoral and welfare policies. He/she will be the school's Designated Safeguarding Lead (DSL).

### Key responsibilities

- Leading the pastoral care and guidance of students;
- Leadership, guidance and monitoring of Senior Tutors and Assistant Senior Tutors;
- Giving leadership, guidance and support to the Head of Citizenship for the pastoral, moral, health and social education programmes within both the formal curriculum and extra-curricular activities;
- Monitoring the work of the pastoral team;
- Leadership and guidance on the development of relevant form tutorial activities;
- Leading and monitoring associate staff who support the pastoral work of the school, e.g. Pastoral Assistant;
- Ensuring the safety and well-being of students within school;
- Liaising with outside agencies, e.g. EWO, School Nursing Service, Educational Psychology Services, counselling services.
- Liaising with Assistant Vice Principal: Staff Development on appropriate staff training on safeguarding pastoral, health and social issues.
- Working towards the maintenance of at least 97% student attendance and reviewing all special leave requests from students.

- Monitoring the levels of persistent absence and acting to ensure these remain low.
- Managing and developing the school behaviour policy, including strategies, rewards and sanctions associated with maintaining high standards.
- Implementing the school's first aid policy and procedures, including managing the school's team of first aiders.
- The day-to-day management and running of school routines, procedures and events including the Open Evening
- Acting as the data protection officer and GDPR lead for the school, liaising with the DPO of the Trust regarding policies, procedures and reporting
- Leading on objectives, provision, spend and monitoring of pupil premium students in Years 7 to 11
- Supporting and monitoring the SENCo, especially the provision for students with social, emotional and mental health difficulties.
- Acting as the school's Educational Visits Co-ordinator.
- Leading INSET for staff.

### **Securing Accountability**

The Vice Principal is accountable for all aspects of behaviour and personal development in school and for promoting collective responsibility with the school community.

- Providing all relevant information, advice and support to the Principal, the Trust and the local governing body to meet their statutory responsibilities.
- Developing an ethos which encourages openness and collaborative working practices.
- Using a range of evidence to evaluate and improve all aspects of school life.
- Developing sound and effective systems of communication.
- Developing policies in line with the Trust's and the school's vision, aims and practices.

### **Working with others**

The Vice Principal will create and foster an environment of reflective practice.

- Leading by example in all aspects of personal and professional development.
- Leading and developing the Head of Sixth Form, the Lead Senior Tutor and other relevant senior staff.
- Line managing a number of heads of department.
- Leading on staff wellbeing.

### **Engaging with parents and carers**

- Overseeing, with the lead member of staff, the programme of information evenings.
- Overseeing the quality and relevance of information and written reports distributed to parents.
- Seeking to find parents' views on the support we give to students and parents.
- Creating and maintaining an effective partnership with parents and carers to support and improve student welfare and achievement.
- Working towards a good dialogue between the school, its stakeholders and the local community.

### **Safeguarding**

The DSL will take lead responsibility for promoting the welfare of students, safeguarding and child protection across the school (including online safety). They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant external agencies. The DSL is supported by a Deputy Designated Safeguarding Lead (DDSL) and the other pastoral staff who form the safeguarding team.

More details about the safeguarding aspects of the role are included in the appendix.

### **Other**

- Seeking ways which will contribute to a positive public profile of the school.
- Having an overview of the out of school visits/activities in which students participate.

- Supervising and co-ordinating the work of the school’s counselling services and the Trust Educational Psychology Services.
- Co-ordinating school assemblies.
- Taking school assemblies and participating in lunchtime and after school supervision.
- Supporting the Co-ordinator of the School Council.
- Supporting the leadership team on results days for public examinations.
- Co-ordinating and further developing the awards system in the school.
- Liaising with midday assistants and overseeing the rota for lunches.
- Supporting the work of the PTA, attending PTA meetings and liaising between the Main School and PTA.
- In conjunction with the Senior Management Team, overseeing the school environment and carrying out regular environment walks.
- Attending relevant governing body meetings and school events.
- Participating in the School’s appraisal system as an appraiser.
- Any other reasonable duties as requested by the Principal.

The Vice Principal will be expected to teach around 5 or 6 periods in a ten day cycle of fifty periods. The responsibilities and duties will be reviewed and modified as necessary around the strengths and skills of the Leadership Team and the needs of the school.

### Person Specification VICE PRINCIPAL

	Essential	Desirable	Method of Assessment
Qualification, Educational, Training	Degree and/or teaching qualification. Recent relevant in-service training.	Post-graduate qualification. Professional qualification e.g. NPQSL.	Application form
Relevant Experience	Successful leadership within a substantial middle or senior management role. Experience in developing whole-school policies and practices. Successful teaching experience, including teaching to GCSE level. Experience of pastoral leadership, including: <ul style="list-style-type: none"> <li>• Building relationships with children and their parents, particularly the most vulnerable;</li> <li>• Working and communicating effectively with relevant agencies;</li> <li>• Implementing and encouraging good pastoral and/or safeguarding practice in a team.</li> </ul> Demonstrable evidence of developing and implementing strategies to help children and their families. Experience of handling large amounts of sensitive information and upholding the principles of confidentiality.	Evidence of a contribution to wider educational issues. Experience of teaching to A level.	Application form Lesson Observation Tasks Interview

<p>Knowledge, skills, abilities</p>	<p>Ability to work with a range of people with the aim of ensuring the safety and welfare of children. Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns. Very good oral and written communication skills. Ability to establish and encourage good behaviour. Ability to generate enthusiasm for their subject and for learning in general. Ability to work as part of a team. Ability to manage and motivate others. Ability to plan, organise, review and adapt. Good ICT skills. Ability to lead INSET.</p>	<p>Knowledge of CPOMS. Knowledge of SIMS or similar.</p>	<p>Application form Tasks Interview</p>
<p>Leadership &amp; Management</p>	<p>Ability to innovate and manage change. Ability to motivate, support and inspire trust in others. Ability to confront and resolve problems. Ability to work under pressure and prioritise effectively.</p>		<p>Application form Tasks Interview Presentation</p>
<p>Safeguarding</p>	<p>Commitment to demonstrating responsibility for safeguarding and promoting the welfare of young people. Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</p>		<p>Application form Tasks Interview Pre employment screening</p>
<p>Our Values</p>	<p>Authentic commitment to the Trust's values of <i>community, integrity, and passion.</i></p>		<p>Interview Tasks</p>
<p>Others</p>	<p>Willingness to be involved in the school as part of the wider community. Flexibility and a willingness to be involved in change. Commitment to the aims and ethos of the school. Commitment to maintaining confidentiality at all times. Commitment to equality, diversity and inclusion. A positive approach to challenges, which seeks solutions to problems and addresses difficulties with cheerfulness and good humour. Being prepared to work outside the school hours. A commitment to further training and professional development.</p>		<p>Application form Tasks Interview</p>

## Appendix – Role of the DSL

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

The DSL will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

The DSL is supported by at least 1 Deputy Designated Safeguarding Lead (DDSL) and other pastoral staff. Some safeguarding activities may be delegated to the DDSL, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

### *Managing referrals*

- Refer cases of suspected abuse and neglect to the local authority children's social care.
- Support staff who make referrals to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

### *Working with staff and other agencies*

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Inform the Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the Head of Sixth Form, the Lead Senior Tutor and/or relevant Senior Tutor, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Work with the Principal and relevant members of staff, taking lead responsibility for promoting educational outcomes by:

- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential.

### *Managing CPOMS and child protection information*

- Ensure child protection records are kept up to date.



- Ensure information is kept confidential and stored securely.
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Ensure records are only accessed by those who need to see them, and that where a record or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE) and other relevant guidance.
- Ensure staff are aware of how to raise a concern, including using CPOMS effectively.

Where children leave the school (including in year transfers):

- Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE.
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place.

#### *Raising awareness*

- Ensure each member of staff has access to, and understands, the school's safeguarding policies and procedures, especially new and part-time staff.
- Work with the Trust to ensure the safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.

#### *Training*

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE.
- Undertake Prevent awareness training.
- Refresh knowledge and skills at regular intervals and at least annually.

#### *Providing support to staff*

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Support staff during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

#### *Understanding the views of children*

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

#### *Holding and sharing information*

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.

During term time, the DSL or DDSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.