# Eldon Primary School



**Our Vision Statement**

*Eldon expects the best…*

*Let’s be the best that we can be!*

# Vice Principal

Application Pack 2025/26

**The DfE Regional Director has approved the choice of Star Academies to become the sponsor of Eldon Primary School. The school is in the process of converting to become an academy within Star Academies. We are working in partnership to recruit a new Vice Principal for Academic Year 2025/26. When the academy conversion is concluded, the successful candidate will be employed by Star Academies.**

**Vice Principal**

**Salary:**  £60,644 to £72,162 per annum (L9 to L16)

**Closing Date:**  25/05/2025

**Contract Type:**  All Year Round

**Contract Term:**  Permanent

**Phase/Establishment Type:**  Primary

**Hours Per Week:**  32.5 hours per week

**Location:**  Preston

**About Eldon Primary School:**

**Location**

ELDON PRIMARY SCHOOL
Eldon Street , Preston , Lancashire , PR1 7YE
Tel: 01772 253557
School website: [www.eldon-pri.lancs.sch.uk/](http://www.eldon-pri.lancs.sch.uk/)
Roll: 257

**About Eldon**

We believe that all of our children are entitled to the highest standard of education and care and as a result, are capable of achieving great things! Eldon is a unique, inner-city, primary school, providing a great standard of education for the highly diverse community which we serve. We are extremely proud of, and ambitious for, all of our pupils and achieve great results through our exemplary behaviour, knowledge-rich curriculum, and explicit, inclusive teaching approaches.

**Who are we looking for?**

We’re looking for an exceptional Vice Principal to help lead us on our journey of sustained excellence.

We want to hear from outstanding leaders who have proven success within a school leadership role. You will be highly motivated and passionate about making a difference to the lives of young people with the natural ability to inspire and motivate both pupils and peers.

As an exceptional teacher and leader, you will make a significant contribution to the success and leadership of our school. You will have:

* A degree-level qualification and Qualified Teacher Status
* Experience of senior leadership and management impact within a school setting
* Experience of successful and sustained delivery of outstanding attainment and achievement
* A strong commitment to our STAR values.

**About Star Academies**

Star Academies is a mixed Multi-Academy Trust, running a diverse group of schools across the country. There are currently 36 schools within Star working together in five regions across the country known as Star Partnerships.

Star is a high achieving Multi-Academy Trust.  Star schools enjoy some of the best performance results in the DfE school league tables and, year upon year, Star pupils secure the lowest absence rates in England.  All Star schools share a commitment to a child-centred vision and focus on educational excellence, character development and service to local communities.

Star also supports many more schools and aspiring leaders through school improvement and leadership training via the Star Talent Academy.

Eldon Primary School will benefit from a national network of support, resources and opportunities, as we continue to improve educational standards for all of our children, pupils and students. The trust is also a founder partner of the flagship National Institute of Teaching and has a reputation for inclusivity and civic leadership as well as high academic standards.

Professional development is key to our ongoing success, so we continually invest in our employees through our professional development hub, Star Talent Academy. With a wealth of training, mentoring and progression opportunities across a large, growing group of academies, joining our team of leading education experts could propel your career to the next level.

We can also offer you a range of rewards and benefits, including competitive salaries and pension schemes, generous holiday entitlements and healthcare cash plans.

I hope this information will encourage you to submit an application. I very much look forward to meeting with you.

Should you have any questions in the meantime, please do feel welcome to contact me at executiveprincipal@eldon-pri.lancs.sch.uk.

Applications can be hand delivered to Eldon Primary School’s main office (please mark for the attention of Dayle Harrison) or submitted via email to: executiveprincipal@eldon-pri.lancs.sch.uk

The closing date for applications is Sunday 25 May 2025, 12midnight.

An Assessment Centre will take place on Friday 30 May 2025 at STAR Academies Central Office, Blackburn. Should you be shortlisted, you must be available for this assessment.

Thank you for showing an interest in joining Eldon Primary School and STAR Academies.

Yours sincerely,



Dayle Harrison

Interim Executive Principal

**VICE PRINCIPAL – STANDARDS AND PERFORMANCE**

**JOB PURPOSE:**

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 values of discipline, mutual care and respect which extends beyond the school into the wider community.

**JOB SUMMARY:**

Responsibilities will be determined and reviewed annually to keep all children safe and to ensure the effective delivery and implementation of the School Development Plan and Annual Operating Statement.

Agreed key responsibilities will focus on supporting the Principal to:

1. Support and assist the Principal by providing dynamic and professional leadership and management by sharing and modelling the school’s vision and values in everyday work and practice
2. Provide clear strategic direction to secure positive outcomes for all children.
3. Raise aspirations to secure progress and attainment for all children.
4. Lead learning and teaching across school to meet the needs of all children to secure success.
5. Lead the development of curricula including short, medium and long-term planning.
6. Ensure all staff are held to account and are able to make a valued contribution to outcomes for children.
7. Support and develop policies and provide a model of excellent practice.
8. Develop staff through direct coaching to secure high-quality delivery of the curriculum and teaching and learning across school.
9. Develop links within the local community promoting a range of provision within and outside school, designed to break down social economic and cultural barriers.
10. Deputise for the Principal as needed or directed.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

**Overall Strategic Responsibilities**

1. Work in partnership with the Principal, Senior Leadership Team, Governing Body, staff, pupils and parents in generating the ethos and values which underpin the school enriched by mutual care and respect extending into the local community.
2. Support the maintenance and enhancement of the school’s ethos and mission through own outstanding professional conduct and high expectations of others.
3. Provide outstanding strategic and operational leadership of all areas of responsibility.
4. Develop and implement an effective strategy for all areas of responsibility in collaboration with other members of the Senior Leadership Team.
5. Develop and implement a development plan for all areas of responsibility with clear annual targets agreed with all members of the Senior Leadership Team.
6. Performance manage all staff with respect to all areas of responsibility for pupils; through regular meetings, setting of appropriate targets for performance, providing support and challenge and undertaking regular reviews for feedback.
7. Develop systems and structures for the effective management and administration of all areas of responsibility.

**Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, working with the Principal to provide a world-class education for the children in our school.
2. Demonstrate aspirational and optimistic personal behaviour and develop positive relationships and attitudes with our staff team, children, parents, Governors and members of our local community.
3. Lead by example with integrity, creativity, resilience, and clarity utilising your own expertise and that of others within our school.
4. Develop a comprehensive current knowledge and understanding of educational developments at local, national and international level and pursue continuous professional development for yourself and promote this with other team members.
5. Develop your own knowledge of school financial matters and the importance of having a clear understanding of both local and national policy and the potential impact on our school.
6. Support the Principal to develop and sustain a learning climate where all children and staff are empowered to excel.

**Working with Children and Staff**

1. Demand ambitious standards for all children striving to overcome disadvantage and advancing equality within our school and community.
2. Instil a strong sense of accountability in our staff for the impact of their work on the progress our children make and the individual achievements of all our children.
3. Secure excellent teaching through an analytical understanding of how children learn and of the core features of successful classroom practice.
4. Promote and encourage creativity and innovation in pedagogy within a curriculum that meets the needs of all our children.
5. Establish an educational culture of ‘open classrooms’ and ‘teaching without ceilings’ as a basis for sharing best practice where our staff are motivated and encouraged to develop their own skills and subject knowledge and to support each other.
6. Work with the Principal to identify emerging talents and to coach current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning within our school.
7. Coordinate deliberate and purposeful professional development programmes in line with priorities set out in the School Development Plan.
8. Support staff to make accurate, confident judgements in the ongoing assessment of learning including provision of opportunities for moderation within the school and with other settings.
9. Support the Principal in the implementation and quality assurance of the school’s appraisal policy.
10. Provide line management to curriculum coordinators, supporting and challenging them to achieve appraisal targets.

**Specific Responsibilities - Teaching and Learning**

1. Lead teaching and learning across the school.
2. Lead the development and management of the overall curriculum of the school, in line with the school curriculum model and policy.
3. Work effectively with the Principal to ensure that our school’s quality assurance systems, organisation and processes are well considered, efficient and fit for purpose.
4. Lead on the promotion, dissemination, implementation and monitoring of all whole-school strategies.
5. Promote the value of a safe, calm and well-ordered environment for all of our children and staff, focused on safeguarding children and developing their exemplary behaviour in school and in the wider community.
6. Ensure that quality assurance systems and self-evaluation measures for managing the performance of all staff are well understood by colleagues and effectively used to improve, promote and value excellent practice. As a Senior Leader, the Vice Principal will support the Principal in addressing any under-performance within our school, providing challenge and support to EYFS, KS1 and KS2 to maintain high standards of achievement.
7. Work effectively with the Principal to actively support the governing body to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold staff to account for the achievements of our children.
8. Develop a thorough understanding of curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of our children’s achievements and the sustainability of our school.
9. Work with the Principal to promote distributed leadership throughout our school to create teams where colleagues have distinct roles and responsibilities and are able to hold each other to account for their decision making. Line Manage TLRs, UPS teachers and Curriculum coordinators across school.
10. Work with other senior leaders to monitor progress and attainment and implement personalised intervention programmes.
11. Ensure all pupils have adequate provision to meet their individual targets and make maximum progress.
12. Lead assessment and moderation across the school collating, analysing and interpreting attainment and progress data and contributing to the reporting of such data to a range of audiences.
13. Assume responsibility for the development and management of the timetabling of the curriculum. timetables, rotas and day to day cover arrangements.
14. Lead on the coordination of curriculum enrichment activities.
15. Coordinate a core subject.

**Leading a Self-Improving School**

1. Provide opportunities for staff to work collaboratively with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for our children.
2. Support staff in developing effective relationships with other professionals and colleagues to improve academic and social outcomes for our children.
3. Work with staff to develop a greater understanding of how colleagues can secure excellence for our children by working in collaboration with others, as professional learners themselves, committed to sustained personal professional development.
4. Motivate managers to inspire and influence others to promote the fundamental value and importance of education in young people’s lives.
5. Support the creation of a conscious, deliberate and purposeful School Development Plan and self-evaluation.

**Evaluation and Review**

1. Lead the analysis of academic performance in the school using a range of data.
2. Contribute to the completion and regular submission of the self-evaluation form.
3. Play a lead role in the school’s preparation for quality assurance visits.
4. Play a lead role in the school’s preparation for external inspection, such as Ofsted.

**Intervention and Attainment**

1. Develop and lead the school’s intervention strategy to sustain the highest levels of attainment and achievement across all curriculum areas.
2. Support class teachers to use accurate and timely data from a range of sources to identify pupils for intervention, supporting in the development of secure strategies to enhance their performance.
3. Lead the target-setting process across school.
4. Lead assessment, reporting and recording meetings.
5. Support the training and development of staff in remote learning.
6. Provide support and training for staff to ensure effective use of tracking systems, including individual coaching as required; and the organisation and delivery of INSET.
7. Take responsibility for tracking pupil progress and raising attainment including addressing underachievement.
8. Take responsibility for accelerating progress in terms of pupil attainment - working with specific class teachers and cohorts of pupils as identified.
9. Organise performance management meetings with each year group.
10. Take responsibility for leadership of Teaching Assistants and Support Staff maintaining a strategic approach to supporting under-performing pupils.
11. Develop, update and evaluate a child’s provision map regularly to ensure effective recording and tracking of the investment in attainment and intervention impact, and its evaluation.
12. Oversee the publication, collation and preparation of report cards, ready for distribution to parents.
13. Oversee the production and quality assurance of all reports to parents.
14. Oversee the organisation and delivery of performance review meetings with pupils and parents.
15. Establish and manage the delivery of an assessment and reporting calendar with key dates for entries, internal and external exams, and reporting arrangements.

**Relationships with Others**

1. Participate in the Appraisal Cycle and INSET.
2. Participate in the induction of new staff into the school community.
3. Lead the induction of both routine and in year pupil admissions
4. Maintain good working relationships with colleagues, pupils, parents/carers, governors and the community and ensure all communication is consistent with the school’s ethos.

**Records Management**

9.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the school’s policies and procedures on records management.

*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. Eldon Primary School is currently in the process of transferring to Star Academies. Should the appointment be made post transfer the successful candidate will be appointed on Star Academies' terms and conditions of em*

**PERSON SPECIFICATION**

|  |  | **Assessed by:**  |
| --- | --- | --- |
| **No**  | **CATEGORIES**  | **Essential /** **Desirable**  | **App**  **Form**  | **Interview / Task**  |
| **QUALIFICATIONS**  |  |  |
| 1.  | A degree qualification (2ii or above).  | **E**  |   |   |
| 2.  | Qualified Teacher Status.  | **E**  |   |   |
| 3.  | Evidence of Continuous Professional Development.  | **E**  |   |   |
| 4.  | Middle or Senior Management qualification.  | **D**  |   |   |
| **EXPERIENCE**  |  |  |
| 5.  | Senior leadership in a school setting.  | **E**  |   |   |
| 6.  | Track record of outstanding learning and teaching practice.  | **E**  |   |   |
| 7.  | Successful, sustained delivery of outstanding attainment and achievement.  | **E**  |   |   |
| 8.  | Innovation and creativity to engage, enthuse and progress learners.  | **E**  |   |   |
| 9.  | Partnership working and collaboration within a school, college or local authority context.  | **E**  |   |   |
| 10.  | Developing and leading the implementation of strategies to sustain whole school/college improvement.  | **E**  |   |   |
| 11.  | Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment.  | **E**  |   |   |
| 12.  | Developing and enhancing the curriculum of a school.  | **E**  |   |   |
| 13.  | Management of a curriculum faculty in a school setting.  | **E**  |   |   |
| **ABILITIES, SKILLS AND KNOWLEDGE**  |  |  |
| 14.  | Ability to teach at EYFS, KS1 or KS2 at a sustained good standard or better  | **E**  |   |   |
| 15.  | Ability to coach and/or mentor and motivate professionals, individually and within groups, to achieve individual and collective targets.  | **E**  |   |   |
| 16.  | Ability to develop and implement strategies to enhance and sustain whole school initiatives.  | **E**  |   |   |
| 17.  | Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives. | **E**  |   |   |
| 18.  | Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies.  | **E**  |   |   |
| 19.  | Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.  | **E**  |   |   |
| 20.  | Excellent knowledge of effective conscious, deliberate and purposeful curricula, their specifications and assessment criteria  | **E**  |   |   |
| 21.  | Ability to work autonomously, prioritise conflicting demands and thrive under pressure.  | **E**  |   |   |
| 22.  | ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and pupils).  | **E**  |   |   |
| 23.  | Understanding of contemporary issues relating to curriculum and attainment thinking, research and practice  | **E**  |   |   |
| **PERSONAL QUALITIES**  |  |  |
| 24.  | A genuine and passionate belief in the school’s mission statement.  | **E**  |   |   |
| 25.  | A strong belief in the value of education in developing citizens.  | **E**  |   |   |
| 26.  | Highest levels of professional and personal integrity.  | **E**  |   |   |
| 27.  | A strong commitment to equity, inclusion and overcoming barriers to learning and achievement.  | **E**  |   |   |
| 28.  | Personal resilience, persistence and perseverance.  | **E**  |   |   |
| 29.  | Commitment to the pursuit of continuous professional development by oneself and others.  | **E**  |   |   |
| 30.  | Commitment to support the school’s agenda for safeguarding and equality and diversity.  | **E**  |   |   |