



Coritani Academy

Associate Principal KS2 Application Pack

“Inspiring excellence in achievement”

Do you want to work at a school that really makes a difference to children’s lives? To be part of a school with very small class sizes, where trust and human relationships are central to all that we do? To belong to a school where the curriculum is built for each individual child and children are made to feel safe and valued? To be challenged and feel a sense of fulfilment every day? To inspire a small group of SEMH students and to be inspired?

If this sounds like the place for you then come and join us at Coritani Academy.

What you will find in this pack:

Coritani Mindset	2
About us	3
Aims of the Academy	3
Objectives of the Academy	4
Location.....	4
Curriculum	4
The School Day.....	4
Staff involvement	5
Staff support and CPD	5
Our Students	5
Adult Visible Consistent Behaviours at Coritani	5
What our students say:	6
Person Specification:.....	7
Job Description.....	8
Application Process.....	10



Coritani Mindset

We believe everyone at the Academy can make a positive difference to our lives if we all work together to continually develop the Coritani Mindset. These values underpin all the work of staff and students at the Academy.

<h1>Inspire Excellence</h1>  <p>Excellence is an idea, a mindset, a standard, a way of being. Be excellent in all that you do and expect the same of others.</p>		
<h2>Coritani Mindset</h2>		
<h3>Safe</h3> <p>Make positive choices. Do the right thing. Everyone has the right to be safe. Make sure you play your part in making this happen</p>	<h3>Respectful</h3> <p>Be kind, be courteous, look after everyone, make other people's lives better through your own actions.</p>	<h3>Ready</h3> <p>Be on time, be prepared and be engaged with all your heart in all that you do – and thrive!</p>



About us

Coritani Academy is a small setting that offers academic qualifications to students who may find learning difficult in mainstream school. We deliver a learning experience for students that is truly unique and tailored to the needs of the individual child. Our staff are open and caring and have a passion and desire to ensure that students achieve excellent outcomes at the end of their time with us.

The Academy offers a safe and welcoming environment for students. Low admission numbers mean that we can offer one to one and small group learning that is truly matched to individual need. Class sizes at the Academy are a maximum of 8 students at Key stage 3 /4 and a maximum of 5 at Key stage 2.

Our belief is that students will thrive when they feel safe and supported within their surroundings and once we have this right the best start in life we can give them is a good set of academic results.

We are extending the Academy from Autumn 2020 to include Key Stage 2 provision. Building on the phenomenal success of the Key Stage 3- 5 provision.

Our Academy boasts results well above the national averages for similar alternative Academies and in some cases for mainstream schools. Our recent OFSTED rated us as Good with outstanding Personal Development and Well Being, Outcomes and Leadership. We have an excellent track record of re-engaging students in education and ensuring they achieve excellent results that allow them to move on to their next steps in life.

Our students are proud of their school and those who have left to go onto successful placements at college, school sixth forms or back into mainstream school continue to visit and contact the school into their adult lives.

Coritani Academy is part of Isle Education Trust (IET) which is a multi-academy trust and includes Epworth Primary Academy and South Axholme Academy.

Aims of the Academy

Our Academy works with local schools and local authorities to ensure that students who cannot thrive in a mainstream school environment have a quality educational alternative. We believe that every young person should have the opportunity to succeed by being motivated and inspired.

Our aim is to provide students with quality education and support, to meet their personalised learning need and ensure that they develop into responsible members of their communities.



Objectives of the Academy

- To provide support to students to help them re-engage with education
- To provide a safe and inspiring environment in which students can develop into responsible adults
- To ensure all our students have access to the same opportunities as their peers in mainstream schools through a broad and balanced curriculum

Location

The Academy is situated in the centre of Scunthorpe. Doncaster, Hull, Leeds, Sheffield, York, Lincoln and Nottingham are all one hour, or less, drive away.

Curriculum

Key stage 2 students follow a bespoke nurture curriculum based around their needs. Core skills in literacy, numeracy science and ICT delivered alongside thematic learning covering PSHRE and foundation subjects.

Key Stage 3 students follow a nurture curriculum based on developing skills in the core subjects. All students will work towards completing GCSEs in English, mathematics and science.

In Key stage 4 students follow a core curriculum of English, mathematics, science, personal and social education, careers education and employability skills to prepare them for the next steps in their lives.

Further additional GCSEs and Post 16 qualifications are delivered to match current school option choices and student's individual needs. Students have the opportunity to participate in engaging work related learning and work experience activities.

All students have access to mentors and support from additional services as required to meet their individual needs.

The School Day

The school opens for staff at 8:20am and students arrive between 8:45am and 9:15am. Students have a 30 minute lunch break and the day ends at 2:30pm. Staff complete joint PPA and training from 2:30pm until 3:30pm each day. In addition, staff meet formally twice a week and are involved in a full programme of CPD.

Staff are given generous PPA time within the Academy day and most complete planning and marking within these working hours.



Staff involvement

The small school structure of the Academy is such that every member of staff and often students are invited to participate in policy-making though the final decisions must rest with the Principal who is responsible to Governors for the conduct and curriculum of the Academy. Nevertheless, consultation is real and most decisions are arrived at by discussion and an exchange of opinions. Such a consultative decision-making process can only work effectively if all staff accept the personal responsibilities this brings.

The demands on staff are considerable; in the classroom, in preparation, in marking, in attending meetings, in CPD work, in out-of-school activities and in parent-teacher contact, however, it is a rewarding job that presents staff with many opportunities which in turn brings great benefit to the Academy and to the teachers themselves as professionals.

Staff support and CPD

All staff at Coritani are given the opportunity to be involved in CPD that will prepare them for the next stage in their development. Through our links with IET, staff have access to NPQML, NQPSL, NPQH, Aspirant Headteachers, opportunities to apply to be an SLE or LLE through our work with Learners First and Partners in Learning amongst others.

Regular training sessions are held across the trust to support Teaching and Learning and staff have access to subject specific support networks across the Trust.

Our Students

Coritani offers places to students who cannot access mainstream education for a variety of social and emotional reasons. All students are on the SEN Code of Practice and a growing number have full EHCPs. A significant proportion of students are Pupil Premium, Looked After and/or on the Child Protection Register.

Attendance levels on referral are generally significantly below average; those with previously poor attendance improve rapidly during their time in the Academy. Student mobility is high with students spending varying amounts of time with us ranging from a couple of weeks to over 2 years.

Students at Coritani come from across the region including Doncaster, Hull and Grimsby as well as North Lincolnshire

Adult Visible Consistent Behaviours at Coritani

At Coritani we will ALL be **visibly** consistent in:

- Greeting people when we see them in and around the Academy
- Dealing with negative issues privately – praising publicly



- Remaining positive and enthusiastic when dealing with students
- Audibly using the 3 rules when dealing with student behaviour

We will not:

- Shout at people or raise voices to deal with behaviour except in an emergency
- Belittle students or use sarcasm or humour inappropriately or in a way that potentially causes offence
- Openly discuss students or adults where others can hear

We will be consistent in:

- Rebuilding relationships when incidents have occurred
- Being compassionate with people
- Being kind and polite
- Listening to people
- Helping colleagues and working as a team

What our students say:

“Whilst I have been at Coritani I’ve felt like part of a community and part of a family. I have felt welcome at school for the first time in my life. Everyone has helped me build my confidence and mingle with children my own age. And to make friends with everyone here. My head knows that it is time for me to leave but my heart wishes I could stay forever. I have thoroughly enjoyed my time here and wish everyone who comes here, and everyone who will come here in the future, the best of luck.”

Josh, Year 9, on his successful return to mainstream school.

“I like Coritani because they have helped me and the environment feels like a normal school with small groups”

“Staff treat students with respect, Students treat staff with respect”

“On my first day they made me feel welcome. The school is nice and very friendly”

“A better school 😊”

“We have small groups and it is easier to make friends”

“Coritani has helped me to become more confident”

“My teachers understand me”



Person Specification:

We are looking for someone who:

- is passionate about making sure the most vulnerable students succeed in life
- believes all students can succeed given a safe and nurturing environment
- believes in a small school approach with the use of empathy and unconditional positive regard for all
- is a champion of diversity
- wants the most vulnerable students to receive the best quality curriculum and teaching and learning
- can develop close partnerships with students and parents
- puts student voice at the heart of development
- is positive with students and staff despite any challenges or adversity
- believes in restorative practice over sanctions
- wants to work as part of a small but talented team
- wants to develop themselves professionally with the CPD support of a wider trust team and Teaching School Alliances
- is capable of delivering differentiated learning to very small groups
- Is flexible in their approach to the delivery of an inspiring curriculum
- is an outstanding teacher
- is an exceptional school leader with a proven track record of making a difference
- inspires success in staff and students



Job Description

Position: Associate Principal KS2

Salary: Leadership 6-10

Contract: Permanent

Reporting to: Principal

Location of this position: Coritani Academy, Scunthorpe

Working with the Principal the Associate Principal KS2 will:

- Lead by example the professional conduct and practice of teachers in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff.
- Secure a climate for the exemplary behaviour of students.
- Set standards and expectations for high academic standards within the Academy
- Recognise differences and respect cultural diversity.
- Ensure the smooth day-to-day running of the academy
- Ensure all staff are aware of all academy policies
- Implement the quality assurance procedures for all aspects of the work of the academy

Main Duties:

Qualities and Knowledge

1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students at Coritani Academy
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards Coritani students, staff, parents, governors and members of the local community.
3. Lead by example with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.



5. Work with political and financial astuteness, within a clear set of principles centred on the academy's vision, ably translating local and national policy into the academy's context.
6. Communicate compellingly the academy's vision and drive the academy's strategic leadership, empowering all students and staff to excel.

Students and staff

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within the school and beyond, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

Systems and Processes

1. Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Work within the Trust's systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set school strategy and hold the principal to account for student, staff and financial performance.



5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the academy's sustainability.

6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

Self-improving school system

1. Ensure the Academy is outward-facing and works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.

2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.

4. Shape the current and future quality of teaching through high quality training and sustained professional development for all staff.

5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.

6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Application Process

Applications must be completed on the Trust application form and be accompanied by a letter of no more 600 words that details your suitability for the role.

Closing date: 12 noon 2nd October 2020

Interview date: TBA