



# Candidate Pack

## Vice Principal

Castle View Academy



**Castle View Academy**  
The best in everyone™  
Part of United Learning







# Principal's Welcome

## Welcome to Castle View Academy!

It is with great pleasure that I extend a warm welcome to all prospective students, parents and carers to our Academy. As the Principal of Castle View Academy, I am honored to be a part of this vibrant educational community that values academic excellence, personal growth, and character development.

Our Motto, Excellence in All We Do, drives our Academy ethos. By setting the highest expectation in terms of learning, behaviour, attendance and appearance, our students develop a deep sense of purpose.

We are unapologetically ambitious for every student, irrespective of their background, prior attainment or needs. We expect all students to work hard, every minute of the day, so that they can leave Castle View Academy with the best set of qualifications possible and as well-rounded individuals.

We take pride in our broad and balanced curriculum, which is designed to provide a well-rounded education. Through a wide range of subjects, students have the opportunity to explore various disciplines and discover their passions. We offer a diverse range of extracurricular activities, including sports, arts and other clubs, to encourage holistic development and the pursuit of individual interests.

At Castle View Academy, we understand the importance of cultivating a supportive and inclusive community. We strive to create an environment that celebrates diversity and promotes mutual respect. Our students are encouraged to embrace cultural differences, develop empathy, and become responsible global citizens.

**Mission** - 'To ensure we have a happy school where students feel safe. To be the best school in Portsmouth, providing the best life chances for our community.'

**Vision** - 'To be an Academy our community is proud of and is known nationally for its ambition, determination and development of character. Where all our students are confident, respectful and have high aspirations for themselves.'

We believe in fostering strong partnerships with parents and carers to ensure the success of our students and create a collaborative learning environment.

We are also proud of our state-of-the-art facilities that provide a conducive atmosphere for learning and growth. Our well-equipped classrooms, science laboratories, computer labs, and sports facilities are designed to enhance the educational experience of our students.

At Castle View Academy, we prioritise the well-being and personal development of our students. We have a passionate, dedicated pastoral care team that offers guidance, support, and mentorship to our students, helping them navigate the challenges they may encounter during their educational journey. We believe in instilling values such as integrity, resilience, and compassion, preparing our students to be responsible, confident, and well-rounded individuals.

I invite you to explore our prospectus and website to learn more about the educational opportunities and values we uphold at Castle View Academy. Join us in creating a vibrant and inspiring learning community that prepares students for success in their future endeavors.

Once again, welcome to Castle View Academy. We look forward to partnering with you on this exciting educational journey.



**At the heart of Castle View Academy is a desire for all students to achieve excellence. – Ofsted 2022**



# Academy Life

Castle View Academy seeks to give students an outstanding educational experience.

We are acutely aware that every young person gets 'one shot' at education and we must make it the very best for everyone. At Castle View Academy, the goal for our students is to gain rich and varied experiences that enable them to realise their full potential.

Students who feel positive about themselves are much more likely to believe they can achieve anything. For this reason, we set extremely high expectations for behaviour across our academy, supporting students to be successful and to overcome challenges. Students understand that the classroom is a 'sacred space' where students need to feel confident to express themselves in a disruption-free environment. Each day, our academy begins with 'roll call', an opportunity for our community to come together to celebrate success in a disciplined environment.

Every child has a Year Leader and a Tutor and will form part of a year-specific tutor group; there is always someone on hand to meet a student's needs.

We focus on allowing individuality to flourish and on nurturing personal development. This encourages students to be able to achieve their goals, to develop as scholars and to grow as empowered individuals. Effort and success in all aspects of academy life are celebrated through a range of rewards and events. We believe that students are powerful agents for change.



**This school embraces everyone and accepts them for who they are**  
– Student



## Education with Character

Our Education with Character offer builds upon the taught subject curriculum to include spiritual, moral, social and cultural development. It is intended to spark curiosity and to nourish both the head and the heart.

Through the pursuit of our three core values: respect, ambition and determination, our young people are expected to contribute to the academy and to society, to try things which they think they cannot do, to persist in the face of difficulty, to become resilient in overcoming obstacles, to manage themselves, to work independently on things which challenge them, to work with others and in teams, to be courageous and caring, and to be leaders.

Opportunities for student leadership are planned for and built into our school calendar, and our Student Voice Team are elected by the student body itself to best represent the thoughts and views of our community.

We provide a wide range of opportunities and experiences which seek to help our students become confident, well-rounded, and ambitious young adults. Our curriculum and enrichment programs are overflowing with opportunities to try something new and develop new skills. In addition to our very wide range of extracurricular clubs, our students are encouraged to participate in a range 'life enhancing' activities. In the past, this has included:

- London and the Houses of Parliament
- First Aid qualification
- Sports Leader qualification
- Academy's sports teams
- Debating competitions
- Duke of Edinburgh Award
- Student Council
- University visits
- School productions
- Dance showcases
- Subject day trips
- "A day in the life of ..." visits with potential employers
- Activity days with external specialists

We are incredibly proud to deliver a careers programme that is threaded across a student's time in KS3 and scaled up as they enter the final two years of school.

Careers at Castle View Academy aim to provide students with access and opportunities to experience what life is like beyond CVA and ensure they are ready for their next steps. Through our first-class links with local firms, national businesses and the community, we provide an education which challenges, inspires and excites our students and prepares them for the ups and downs of life.

## Curriculum

Our aim is to provide an excellent education for all our students: an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide students with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens.

With a mastery curriculum, students study topics in greater depth, with the expectation that we don't move on to the next topic until all students have a secure understanding of the current topic.

Over the five-year journey at our academy, experienced teachers provide students with careful guidance in their choice of traditional and vocational subjects, so that each student's personalised learning program suits their interests and talents.

Students at Castle View Academy study the following subjects:

- English Language and Literature
- Mathematics
- Science
- Modern Foreign Languages
- Catering
- Geography
- History
- Ethics (including Religious Education)
- Art
- Drama
- Music
- Dance
- Digital Media
- Sport
- Physical Education
- PSHRE

## Teaching and Learning

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide sufficient opportunity for guided and independent practice.

We use Barak Rosenshine's Principles of Instruction to develop our teaching practice. At the heart of Rosenshine's principles is a simple instructional core:

- Demonstration (explanation and modelling) of new material in small steps (I)
- Guided practice with prompts and scaffolds (We)
- Independent practice with monitoring and feedback from teacher (You)

The Rosenshine principles support the implementation of the curriculum by ensuring that students regularly recall prior learning. When prior learning is committed to long term memory it becomes fluent or 'automatic', freeing space in our working memory which can then be used for comprehension, application and problem solving.

In order to allow the mastery approach to be effective (i.e., children learn what they are expected to in the year they are expected to), early catch-up is essential: we aim to promptly identify and support students who start secondary school without a secure grasp of reading, writing and mathematics so that they can access the full curriculum.

Students are set challenging personal targets and we provide the support they need to meet and exceed them. Students take two formal assessments each year and a 'rank order assessment' grade is generated based on the students' performance in the examination.

## Most Able

Most Able students at Castle View Academy are identified as those at the top of their year group in terms of ability.

At Castle View Academy, we always aim to provide a high level of challenge that is appropriate for our students, including those that are more academically able and those that have specific talents in art, music, sport and drama. These students are sometimes referred to as High Prior Attainers (HPA).

Teaching staff are aware of which students are High Prior Attainers and will appropriately differentiate their work, which might include;

- Tasks which are more challenging in nature, or require more independent thought
- More challenging and complex texts and resources
- An opportunity to take a leadership role in class and in the school

Castle View Academy have strong links with some independent sixth forms such as Embley, which is a part of the United Learning Trust. A number of students have gone on to study at these prestigious institutes under a scholarship schemes, where they are in receipt of bursaries to cover tuition, accommodation and meals. We aim to offer all students a visit where Special Educational Needs (SEN)

Learning is a priority  
– Ofsted 2022





## SEND

We believe that all students with a special educational need should receive an education that enables them to achieve the best possible educational outcomes.

We aim for all children to leave the academy confident, able to communicate their own views and ready to make a successful transition into adulthood. We understand that academic progress is not easy for all which is why we ensure that all staff at our academy support students in a highly personalised way.

Our graduated approach to SEND provision ensures our teachers understand they are responsible and accountable for the progress and development of all students in their class.

Every student brings a unique pattern of strengths and areas of need to our community and the academy aims to fulfil the potential of all students.

The SEND team strive to build and maintain excellent relationships with home and school because we know that this relationship is vital in supporting and helping all children to achieve their potential.

## Facilities

The Academy building was opened in October 2017, offering state of the art facilities.

Students learn in temperature-controlled classrooms fitted with carbon dioxide filters monitoring the air quality to ensure optimum oxygen levels for enhanced learning, and the lights automatically adjust depending on the brightness of each room.

In Arts and PE, students benefit from an air conditioned, sprung floor dance studio and a large sprung floor gymnasium fitted with 4 badminton courts, basketball hoops, football goals and cricket nets. Our two Art rooms are adjoined and boasts a kiln room and pottery wheel and large windows let in the natural light.

We have two ICT rooms and a suite of Apple Macs in Media Studies and Music with the whole academy wirelessly networked to enable students to work from any student computer in the school. Our Music room consists of one main classroom and 4 practice rooms and comes fully equipped with keyboards, drum sets (normal and electric), acoustic and electric guitars and a sound system.

Our Main Hall serves as our theatre and is equipped with a sophisticated control room and situated next to our canteen area which is lit by the natural skylight.

Our Food Technology classroom is fully equipped with 15 cookers and enough workspace to accommodate our classes. Likewise, our Technology Workshop is equipped with all the machinery and equipment needed for woodwork and Design



# Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as ‘the best in everyone’ which underpins our core values:

**Ambition** – to achieve the best for us and others.

**Confidence** – to have the courage of our convictions and to take risks for the right cause.

**Creativity** – to imagine possibilities and make them real.

**Respect** – Of ourselves and others in all that we do.

**Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests.

**Determination** – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each other. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

## Continuing Professional Development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. While the development of all staff is important, we make the support and professional development of Heads and senior leaders a particular priority, given the impact that leaders have on the life of staff and pupils alike.

We work on the basis that each of us, however effective, can always improve. The successful candidate of Castle View Academy will be set personal development objectives with the Regional Director each year and will be supported to achieve them.

The Principal will also be asked to take a role in supporting the leadership of the whole organisation, working with other Heads in the Group, and sharing ideas and practice with one another.

They will also have the benefit of accessing a range of networks, including the Group Education Forum, which brings together Heads from across the Group six times a year. United Learning are passionate about staff development, for example we provide 360-degree feedback as part of professional development, and we have also commissioned training programmes from major universities.

We believe that schools are at their best when they are autonomous and able to develop a distinctive ethos, reflecting the needs of their pupils and the context within which they work. The Group can get behind the work of Heads and leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that Principals can focus on educational leadership.

The newly appointed Vice Principal at Castle View Academy will also benefit from a comprehensive induction programme which has recently been reviewed to ensure its effective and to promote success.



# Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

- 1** The best from everyone
- 2** Powerful Knowledge
- 3** Education with character
- 4** Leadership in every role
- 5** Continuous improvement

“Our aim is to bring out ‘the best in everyone’. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential?”

# Our Framework for Excellence

## 'The best from everyone'

Our aim is to bring out 'the best in everyone'. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

## 'Powerful knowledge'

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

## 'Education with character'

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty;

to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

## 'Leadership in every role'

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead.

All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

## 'Continuous improvement'

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage, high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.





# Job Description

**Post:** Vice Principal – Pastoral

**Responsible to:** Principal

**Salary Range:** Leadership Spine – highly competitive and negotiable

**Purpose:** The role of the Vice Principal is work with the Principal to ensure the climate for learning and the academy environment is one of high standards, incredible behaviour, mutual respect and optimism. As a figure head of the organisation the Vice Principal is relentless in their pursuit of 'excellence in all we do.'

**Leadership:** As a significant member of the Academy Leadership Team, the Vice Principal works in partnership with the Principal in defining and articulating the vision and values for the Academy and then implements this through their actions. They are committed to 'Excellence in all we do' and believe in the Castle View Leadership Principles.

## Principles:

1. Ensure your moral purpose is known and understood by all, lead by example and ensure that you have students at the heart of your decision making.
2. Be restless and aware of new ideas, have a detailed overview and understanding of data, ensure intervention is implemented clearly and with precision.
3. Leave absolutely nothing to chance or let emotion get in the way of necessary action.
4. Find opportunities to offer deep personal gratitude for the work of colleagues in an open and closed forum and create a culture of positive support and encouragement.
5. Be relentless in the pursuit of excellent outcomes and better education opportunities for the community we serve.

## Main Core Duties:

- Strategic lead for Attendance, Inclusion and Student Welfare, including line management of SENCO
- Strategic lead for Rewards, Behaviour and Interventions
- Strategic lead for Character Education and Personal Development including Assembly and Tutor Programme
- Strategic lead for CEIAG, Destinations and Needs
- Designated safeguard lead, line managing Operational Safeguarding Lead

- To be responsible for the climate for learning, Operations including Reflect and Rebuild
- To be the Senior Leader who ensures the climate for learning is right for every child
- To line manage a range of middle and senior leaders across the Academy as directed by the Principal
- To contribute to raising standards of achievement and maximising student attainment in all subjects across the academy
- Play a major part in securing outstanding outcomes in the classes you teach and across the Academy
- Be committed to the safeguarding of children across the Multi Academy Trust

## Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere
- To use teaching strategies which will engage and challenge students appropriate to their needs and the demands of the syllabus
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required



- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To undertake a designated programme of teaching
- To ensure a high-quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To maintain good order, discipline and respect for others; to promote understanding of the academy's rules and values; to encourage good practice with regard to punctuality, behaviour, standards of work and homework; to safeguard health and safety and to develop relationships with and between students conducive to optimum learning
- To undertake assessment of students as requested by external examination bodies, department and Academy procedures
- To mark, grade and give written, verbal and diagnostic feedback to students of individual work and group work they have undertaken

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### Curriculum Provision:

- To assist on the curriculum provision that provides a range of teaching and learning which complements the Academy's strategic objectives

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### Staff Development:

- To take part in the Academy staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the appraisal review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy

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### Quality Assurance:

- To adhere to and to help to implement academy quality procedures
- To lead on the process of monitoring and evaluation of the department in line with academy procedures, including evaluation against quality standards and performance criteria
- To identify improvement required to the teaching and learning demonstrated within the department

- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy

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### Management Information

- To quality assure appropriate records and to provide relevant accurate and up-to-date information for the Academy management information system
- To assist in the tracking and intervention of students across the department
- To track the progress of assigned students and use this information to inform teaching and learning and intervention programmes across the department with the support of other leaders

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### Communications

- To communicate effectively with the parents of students as appropriate
- To communicate and co-operate with persons or bodies outside the Academy, where appropriate.
- To follow agreed policies for communications in the Academy
- To attend meetings in accordance with the Academy policy

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### Other specific duties:

- To play a full part in the life of the Academy, community, to support its strategic commitment, purpose and intent and to encourage staff and students to follow this example
- To promote actively the Academy policies
- To continue personal, professional development
- To actively engage in the Academy self-review and evaluation processes
- To actively engage in the Academy appraisal processes
- To comply with the Academy Health and Safety Policy and undertake risk assessments as appropriate
- To attend meetings as determined and directed by the Principal
- To undertake any other duty as specified by the Principal not mentioned above
- To comply with the Academy procedures concerning safeguarding and to ensure that training is accessed

*United Learning are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will be required to apply for a DBS disclosure*

# Terms & Conditions of Employment

## Employer

United Learning

## Position

Vice Principal, Castle View Academy with responsibility for the whole school

## Reporting Line

Principal

## Location

Castle View Academy or such other nearby place operated by the school or to which the school may relocate.

## Start Date

Easter 2025

## Starting Salary

The salary will be commensurate with the significance and importance of the post and the experience of the successful candidate.

## Holidays

You are entitled to take holidays during the normal school holidays except where your presence is required for proper execution of your duties as Vice Principal. United Learning would expect you would not have less than six weeks of the year without any work involvement.

## Teachers' Pension Scheme

The Vice Principal is eligible to be a member of the TPS.

## Ill Health

United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days and half pay for 100 working days.

## Relocation

Assistance with relocation is negotiable and may be available.

## Safeguarding

United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This appointment will be subject to an enhanced DBS Check, medical clearance, online checks and employment references, all of which are satisfactory to United Learning.



# How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion please contact Ross Laird at our recruitment partner Academicis. Ross Laird at Academicis can be contacted by email on [rlaird@academicis.co.uk](mailto:rlaird@academicis.co.uk) or by phone on 07901 585959 / 01223 907979.

Visits to the school are warmly encouraged, please contact Academicis for further information.

All applications should be submitted via our recruitment partner Academicis. Further details can be found via [www.academicis.co.uk/apply/](http://www.academicis.co.uk/apply/)

The closing date for receipt of completed applications is Tuesday 21st January 2025

## The Selection Process

We will treat all enquiries, formal and informal, in confidence.

The selection process will be as follows:

All applications will be acknowledged by email.

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The selection process will take place W/C Monday 27th January 2025 at Castle View Academy.

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Candidates will be offered full feedback on their application and/or interview.

*United Learning's normal terms and conditions of employment apply for the position of Principal. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.*



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The best in everyone™  
Part of United Learning