



Recruitment Pack

Tees Valley Education

Assistant Headteacher Dormanstown & Wilton Primary Academies



Job Ref: DPA095



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EDUCATION**
www.teesvalleyeducation.co.uk

WELCOME LETTER FROM THE TRUST



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Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world-class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

Katrina Morley

Chief Executive Officer and Executive Head Teacher of Pennyman Primary Academy

Assistant Headteacher

Dormanstown & Wilton Primary Academies

Status: Permanent

Hours: Full Time

Salary: L2 - L6 (£42,093 - £46,457)

Commencing: September 2020 or earlier if at all possible

Reporting to: Head of Academy in each establishment

Tees Valley Education wishes to appoint an Assistant Headteacher who will work in partnership with the Heads of Academies in Dormanstown and Wilton Primaries to support the leadership in the curriculum improvement journey. Both academies are located within Redcar and Cleveland local authority area and operate under one Executive Headteacher.

The successful candidate will be someone who is keen to further develop knowledge and skills in all aspects of school leadership. The Assistant Head Teacher is to take a central role in supporting the Heads of Academies to develop the academy curriculum offer and quality of education in accordance with the shared values and the academy development plans. The main place of work will be Dormanstown Primary Academy with a proportion of time spent at Wilton Primary Academy.

The Assistant Head Teacher will be:

- An excellent primary teacher with recent and relevant experience across the primary age range
- An experienced subject and team/phase leader
- A leader of teaching and learning, with the ability to act as coach and mentor to improve practice and provision across the primary curriculum

This post will hold a part-time teaching commitment which will be determined based upon the needs of the academies.

This is a superb opportunity to develop and progress professionally and to join Tees Valley Education Trust, which has a strong commitment to continued professional development for all staff within an inclusive and supportive environment.

If you have any queries about the position please contact Mrs Alison Hill, Executive Headteacher on 07740740706 for an informal discussion.

Visits and can be arranged by contacting Dormanstown Primary Academy office on 01642 483696. Visit dates are Wednesday 12th February and Monday 24th February at 3:30 p.m.

Background information

Dormanstown Primary Academy



Dormanstown Primary Academy is a thriving learning community of 270 pupils aged 3-11. Our context is challenging, serving an area of socio-economic deprivation. A high proportion of our children are eligible for the pupil premium. We are unusual in that we have three high needs SEND classes. These are tailored to the needs and age range of pupils, who come to Dormanstown both from our catchment area and Redcar and Cleveland as a whole. Our inclusive ethos allows us to integrate our pupils as much as possible, and has created a nurturing environment that enables children to be successful learners. Central to this is our focus on excellent behaviour for learning, with children given clear and consistent expectations regarding their behaviour. Our school mascot, Honker the Goose, teaches us all the value of teamwork.

We aspire to equip children to become successful members of the community. We have a strong focus on improving standards in maths and English, so that our pupils transfer to secondary school with the necessary skills to succeed. Our commitment is to provide children with an excellent academic education, as well as a broad and balanced range of experiences. Our new building has been designed in such a way that every area can be used as a learning tool, from the corridors to the carefully planned outdoor spaces. A significant ICT investment has equipped our pupils with iPads, laptops and Kindles to engage learners and has further enhanced our creative curriculum.



We work as part of Tees Valley Education, a Trust that has been operating since September 2015. We work very closely with our partner academies: Brambles, Pennyman, Wilton and Discovery. This gives us the opportunity to develop best practice and deliver improved outcomes for our children. It also allows us to ensure that all our staff receive high quality CPD to support them in achieving their professional goals.



The vision for Dormanstown is ambitious, and presents a significant challenge, but we are already a long way into this journey. With inspirational pupils who share a love of learning, a passionate staff team and the resources of the Trust professionals, we are determined to ensure that our children are given every opportunity to fulfil their potential.



TVEd

Wilton Primary Academy



At Wilton Primary Academy, we are very proud of our family atmosphere and we strive not only to provide the highest quality of education, but also to help our 65 pupils aged 3 - 11 become happy, successful and fulfilled individuals. Our school serves a mixed catchment that can be geographically isolating and our context can be challenging as we serve a community that experiences some socio-economic deprivation. Approximately a third of the children are eligible for the pupil premium and we have a larger than average percentage of children who experience some kind of SEND need. Our excellent reputation in supporting pupils with additional needs means, as a small school, we have a greater proportion of children with complex needs due to our inclusive and personalised approach.



We are fully committed to developing each child's unique potential within a secure and caring environment. We believe that our children should not only realise their best academically, but also develop a thirst for knowledge and a love of learning. Our children have excellent learning behaviours, are eager to learn and are supported by a team of hard-working, talented and dedicated staff. The children of Wilton Primary are happy learners, who work hard to reach the challenges set by their teachers.



We aim to provide a curriculum, which inspires and challenges all learners, promotes a love of learning and enables the development of life skills in preparation for experiences beyond primary school. At the heart of our curriculum is the requirement that pupils have to apply their learning in a number of contexts, which makes learning active and authentic.

The curriculum focus, is to develop pupils' knowledge, skills and understanding, so that they leave Wilton Primary with skills to take them onto secondary education and beyond with a view to their working life.



We recently joined the team at Tees Valley Education, a Trust that has been operating since September 2015. We work very closely with our partner academies, Brambles, Discovery, Pennyman and Dormanstown. This gives us the opportunity to develop best practice and deliver improved outcomes for our children. It also allows us to ensure that all our staff receive high quality CPD to support them to achieving their professional goals.

The vision for Wilton is rightly ambitious and the recent changes are exciting and provide new opportunities and direction for our school community. Our pupils, staff, parents, TVED colleagues and wider community are all committed to our journey to success.

HOW TO APPLY

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from Dormanstown Primary Academy. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail please be aware that the academy cannot be responsible for any formatting anomalies when printing. Hand written or electronic printed copies should be posted or hand delivered to the following address:

Mrs Alison Hill, Executive Headteacher
Dormanstown Primary Academy
South Avenue
Redcar
Cleveland
TS10 5LY

Closing Date: Wednesday 26th February 9:00 a.m.

Shortlisting: Wednesday 26th February

Interviews: Thursday 5th and Friday 6th March

RESPONSIBLE FOR: Leadership of Curriculum Development across Dormanstown and Wilton Primary Academies

RESPONSIBLE TO: Head of Academy

SALARY SCALE: Leadership 2 – 6

GERNERAL DUTIES AND RESPONSIBILITIES

The functions and specific responsibilities below are to be undertaken in conjunction with the duties of an Assistant Head Teacher as defined in the School Teachers' Pay and Conditions Document.

The Assistant Head Teacher will:

- Work with the Heads of Academies to provide professional leadership which secures success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.
- Lead the development of an innovative, creative, engaging, well-resourced and differentiated curriculum that meets the requirements of the Tees Valley Education Curriculum Framework and also meets the needs of children in both academies.
- Support the Heads of Academies to ensure the curriculum offer leads to progress and achievement for all children.
- Develop coaching relationships to support developments in pedagogy and deliver high quality CPD.
- Develop leadership skills in others, supporting middle and subject leaders to become effective leaders in support of academy improvement plans.

LEADERSHIP AND MANAGEMENT

- Work with the Heads of Academies and staff in the development, implementation and review of improvement plans including regular monitoring and evaluation of standards and quality of provision.
- With the Head of Academies, review and implement the academies curriculum offer. Assist in the process of development and change to ensure the continuing relevance of policies and procedures to the needs of the pupils.
- With subject leads, support the monitoring, evaluation and review of the effects of curriculum policies and provision.
- Present a coherent and accurate account of the outcomes of the curriculum in all key stages to SLT.
- Provide leadership development to others to enhance subject leads impact across all curriculum provision.
- Work with the Heads of Academies to provide or support others to provide CPD for classroom based staff ensuring their needs are identified and met through quality training opportunities within available resources.
- Work as a member of a team, promote collaboration and to contribute positively to effective working relations within the academy.

TEACHING AND LEARNING

- Lead and support the teaching and learning within the academies through promoting models of excellent classroom practice, coaching, mentoring and supporting self-evaluation for teaching and learning staff.
- Monitor the effectiveness of teaching and learning through teachers' planning, work sampling and scrutiny, lesson observations, learning walks etc. and planning next steps and future actions.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Liaise with our Trust Academies within Tees Valley Education to enrich and expand our provision and secure partnerships, collaborations, enrichment opportunities and expertise which bring benefits to all children and our academy communities.

- Undertake a teaching commitment at a level consistent with the needs of the Academy and the demands of the Assistant Headteacher post.

PARTNERSHIP WORKING

- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve pupils' learning and achievement.
- Contribute to the development of the academies; strengthening partnerships with families, local and wider community.
- Contribute to the development of the curriculum and leadership across Tees Valley Education Trust by sharing effective practice, working in partnership with other academies and promoting innovation.
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice and discrimination, support staff wellbeing and work-life balance and help to ensure we provide access to opportunities for growth, achievement and success for all adults and children in the academies.

The job holder may be required to undertake additional duties as could be reasonably required.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group, including for Trust wide initiatives.

The job holder may be required to undertake additional training.

Important: In the first instance, applications are assessed against the following criteria:

*overall presentation *use of standard English *grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
Qualified teacher status – degree or equivalent	A	E
Evidence of continued and relevant professional development	A	E
NPQML or equivalent leadership qualification	A	D
EXPERIENCE		
Successful teaching experience across the primary age range	A,I,R	E
Experience as middle leader in a primary school for at least 2 years	A,I,R	E
Experience of successfully leading on aspects of school improvement identified through the school’s self-evaluation and monitoring the impact of initiatives	A,I,R	E
Successful teaching experience in more than one school	A,I	D
Experience of leading and managing staff and developing effective team working	A,I,R	D
KNOWLEDGE, ABILITIES AND SKILLS		
Substantial knowledge of EYFS, KS1 and KS2 curriculum and a detailed understanding of the principles of good curriculum provision in practice	A,I,R	E
A sound understanding of strategies to support all children’s learning	A,I,R	E
Ability to inspire and motivate all children to learn and realized their potential	A,I,R	E
Ability to monitor, evaluate and support improvements in the quality of teaching and learning	A,I,R	E
Ability to work productively and positively with a range of colleagues both internally and across the Trust	A,I,R	E
Ability to lead on curriculum developments	A,I,R	E
Able to provide professional direction to the work of others through mentoring/coaching and ongoing CPD	A,I,R	D
Effectively evaluate areas of academy performance and accurately identify priorities for improvement	A,I,R	D
PROFESSIONAL CHARACTERISTICS		
Clear and articulate vision for the development of primary education	A,I	E
Commitment to meeting the educational, social and emotional needs of all children	A,I	E
Commitment to high standards and continuous improvement	A,I	E
Lead by example, with integrity, creativity, resilience and clarity and demonstrate the ability to positively empower, influence and encourage others	A,I	E
Excellent interpersonal skills and emotional intelligence	A,I	E

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

E – Essential

D – Desirable

SAFEGUARDING CHILDREN

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. *Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Working Together to Safeguard Children DfE 2018*

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and undertaking checking details with the Disclosure and Barring Service.

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including DBS checks. Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues. Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

General Data Protection Regulation

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.