

Harry Watts Academy Deputy Headteacher Applicant Pack



**HARRY WATTS
ACADEMY**



Contents

The Press Advertisement

Welcome from the Chief Executive

Welcome from Chair of the Local Governing Body

Candidate Information about Harry Watts Academy

Candidate Information about Prosper Learning Trust

Deputy Headteacher Job Description and Person Specification

Additional Information

How to Apply



Press Advertisement

Deputy Headteacher, Harry Watts Academy

Job start: September 2020

Salary: L9- L13

Newcastle upon Tyne

Full-time permanent post in accordance with the Teachers' Pay and Conditions Document.

Harry Watts Academy is a new special free school academy in Sunderland for children and young people with autism aged 5-16, due to open in September 2020. Prosper Learning Trust is looking to appoint a new Deputy Headteacher to work with the new Headteacher of the school in developing a reputation for the school as a centre of excellence for specialist autism provision.

This is a rare and exciting opportunity to work with the Trust as it expands. The Trustees are seeking to appoint an exceptional candidate with leadership experience, qualifications and ability. You will be enthusiastic about exploring the full potential of special school provision – with an understanding of the risks that exist for vulnerable and complex young people and their families and a passion for achieving positive outcomes. Experience with ASD is considered to be essential for the role.

Your own experiences should include having experience of leading and managing whole school change and making a demonstrable impact on pupils and outcomes. You will have up to date knowledge of recent developments in education pedagogy, including new learning and teaching methods and the new Ofsted framework.

Prosper Learning Trust is at a very exciting stage in its development and you will have opportunity to play a key role in its growth. We will provide you with the resources and support you need in your efforts to continue to build excellence throughout the school. You will be working with knowledgeable and supportive specialist teachers in an academy with excellent facilities.

We can offer:

- A friendly and supportive team of staff across the Trust who are willing to share expertise and learn from one another
- An exciting and diverse learning environment where hard work and achievement are appreciated, acknowledged and celebrated
- A curriculum that is relevant to the needs of our pupils
- A well-resourced learning environment
- Supportive Trust, Trustees and Governors
- Further professional development appropriate to the role

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check.



We are more than happy for prospective candidates to visit so we can share our vision and principles, and discuss this post.

Application packs can be obtained from www.prosperlearningtrust.co.uk Please return application forms to: admin@prosperlearningtrust.co.uk or by post to Joanne Fearn, Senior HR Officer, Prosper Learning Trust, c/o Thomas Bewick School, Linhope Road, West Denton, Newcastle upon Tyne, NE5 2LW.

Visiting dates: (please ring for an appointment – 0191 229 6020)

Closing date: 15th April 2020

Interview Dates: w/c 27th April 2020

Please Note: During Autumn Term Harry Watts Academy will be based at Thomas Bewick School, West Denton in Newcastle



Welcome from the Chief Executive Officer

Dear Applicant

To support the delivery of the Trust's vision, the Trustees of Prosper Learning Trust (PLT) are looking to appoint to the post of Deputy Headteacher at Harry Watts Academy.

The Trust caters for children of all ages and abilities who are unable to attend mainstream schools. Although based in the North East the Trust through one of its schools works on a national scale, dealing with children from all parts of the country.

The next exciting step in the growth of Prosper Learning Trust is the soon to be opening special free-school in Sunderland; Harry Watts Academy. The school will provide for the needs of 96 children and young people with autism.

Everyone within Prosper Learning Trust works very hard to ensure that we are providing the highest quality education for all our pupils. We recognise that each child learns differently and use a range of methods to ensure that we can tailor our approach to their individual strengths.

We are looking for an outstanding candidate who can inspire and lead as we continue to develop a pupil centred and bespoke offer for some of the most vulnerable children in our communities. You will work closely with the Trust's Executive Leadership and school Senior Leadership Teams to deliver and sustain educational excellence, so that all pupils are able to secure the best possible outcomes.

You will work with the Headteacher on the development, implementation and assessment of strategies to deliver the Trust's vision for Harry Watts Academy. You will need to be a team player who is able to build opportunities for cross-school and cross-leadership working; promoting and maintaining a culture of high expectations of all.

For a confidential and informal conversation to discuss this opportunity please contact Derek Cogle at derek.cogle@prosperlearningtrust.co.uk

Yours faithfully



Mark Jones
CEO

Welcome from Chair of Trustees

Dear Applicant

Many thanks for your interest in the post of Deputy Headteacher at Harry Watts Academy.

This is a really exciting opportunity for a committed individual to shape the future of two of our wonderful schools. Each school is at a different stage of its journey, but we believe that both will thrive under shared leadership.

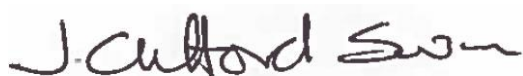
You will be a strategic part of a newly formed, but expanding multi academy trust, whose aim is to provide high quality learning environments and experiences for all our learners. Your proven experience of leadership will be a real asset, not only to Harry Watts Academy, but to Prosper Learning Trust as a whole.

Working within our Trust, you will be rewarded with amazing staff, who go the extra mile to meet the diverse needs of our pupils. You will be supported by a passionate local governing body and an experienced and pro-active Board of Trustees. But most of all, you will find our pupils have so much potential. They deserve the best.

The Trustees are looking for someone who works in an open, honest and constructive manner, who inspires staff and pupils alike.

We look forward to receiving your application.

Yours sincerely



Joanne Clifford Swan
Chair of Trustees



Who are Prosper Learning Trust?

Prosper Learning Trust, established in January 2018, is a growing multi academy trust serving children with special education needs and children requiring alternative provision across the North East.

Our values are:

Personal growth through;

Respecting pupils' needs

Overcoming barriers to reach potential

Safe, nurturing and supportive environment

Pupil centred approach

Empathy and excellence in learning

Recognising achievement in all circumstances

We choose the names of our academies carefully. We ensure the name reflects the values and aims, as well as being significant to the area it serves.

We have a shared vision of collaborative working across the Trust. We have a strong sense that we are working as one team, consistent in our approach while valuing each school's unique identity to support and challenge improvement.



About our schools

Harry Watts Academy will be a specialist school for up to 96 children with autism aged 5-16 based in the city of Sunderland. The school is due to open in September 2020, with the aim to become a recognised centre of excellence both locally and nationally. A broad and balanced curriculum with personalised pathways and specialised teaching will inspire our pupils to learning success, supported with high quality pastoral care. The school's main priority will be to address the autism-specific barriers to learning so that our pupils are able to take advantage of learning opportunities.

Thomas Bewick School is an all age specialist provision in Newcastle for children and young people with autism (3-19 years), which operates over three different sites. The school offers a broad and balanced curriculum with personalised pathways to meet their individual needs and learning styles. Pupils are supported with autism specific strategies and approaches by highly trained staff.

Newcastle Bridges School is a multi-site school for pupils who have medical needs or are not able to access mainstream school because of mental and/or physical health. A number of provisions are based within hospital settings. The school meets a huge variety of complex needs and strives to ensure that its pupils, no matter what difficulties they face, are not disadvantaged in any way with regard to their education and future opportunities. The school provides a holistic, child centred education that encourages pupils to aim high.

Mary Astell Academy is an AP academy for pupils who have been permanently excluded from mainstream school. The school is based upon values which include giving young people a fresh start and our ultimate aim is to always provide an opportunity to return to mainstream education. In instances where this is not possible, we continually endeavour to provide a curriculum which provides equality of opportunity. Operating over two sites in the City of Newcastle pupils are able access a stimulating and caring learning environment supported by talented and committed staff who put learning and progression at the forefront of everything they do.

Deputy Headteacher Job Description

Post Title	Deputy Headteacher
Salary Grade	L9 – L13
Reporting To	Headteacher
Responsibilities	Assist the Headteacher in managing, organising and developing the school and its staff. Carry out other management responsibilities or tasks allocated

Job Purpose (including main duties and responsibilities)

- To ensure the vision, value and ethos of Prosper Learning Trust is core to the development of the academy
- To provide strategic and operational leadership and management that enables the academy to give every pupil an outstanding education
- To play a major role in
 - a) formulating the aims and objectives of the school
 - b) establishing the policies through which they will be achieved
 - c) managing staff and resources to that end
 - d) monitoring progress towards their achievement
- Carry out the professional duties of a Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.
- Undertake the professional duties of the Headteacher in the event of their absence from school as required by the Local Governing Body
- Assist the Headteacher and the Senior Leadership Team in the management, organisation and running of the school, including assisting in the development and implementation of school aims, objectives, procedures, policies and practices
- Manage staff and resources in their specified area of school. To manage and monitor budgets for their specified subject co-ordination area.

Strategic direction and development of the school in co-operation with and under the direction of the Headteacher

- To support the vision, ethos and policies of the school and promote high levels of achievement
- To assist in the development of the School Development Plan and take a lead role in implementing specific objectives
- To support staff in achieving priorities and targets which the school sets for itself, and to provide them with support and guidance in implementing schemes of work
- To support the evaluation of the effectiveness of the school's policies and developments and cover issues of inclusivity
- To ensure that parents are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement.

Teaching and learning

- To develop specialist teaching programmes for children and young people with autistic spectrum disorder
- To support the Headteacher in determining and delivering an appropriate curriculum for the school and ensure that each pupil's education programme meets their individual needs
- To support the Headteacher in the monitoring of the quality of teaching and pupils' achievements in a school phase including the analysis of performance data
- To support the Headteacher in developing links with parents, other schools, educational institutions and the wider community, in order to enhance teaching and learning and children's personal development

Pupil Welfare

- Develop and give a high level of attention to effective relationships within the school and between the school and the local community
- Develop strategies which promote the highest standards of behaviour and attendance
- Provide nurturing and attentive pastoral care for all pupils
- Ensure that pupils' needs identified through their EHCP targets are addressed and met
- Ensure that the health and care needs of each pupil are assessed and consistently met
- Provide opportunities for pupils to understand and adopt healthy behaviours and lifestyles
- Provide opportunities for pupils to develop their spiritual, moral, social and cultural understanding
- Manage pastoral care and pupil welfare

Partnerships

- Create strong links and collaborative ways of working with all stakeholders including the wider community and other schools, to achieve common goals
- To work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities
- Work with partner agencies to protect and safeguard pupils
- Foster and maintain links with regional and national specialist school communities
- Develop positive relationships with all stakeholders

Managing people and developing strong working relationships

- To demonstrate good teaching practice and innovate, inspire and motivate other staff. Promote teamwork and trust and be a professional role model for other staff
- To participate in, and where appropriate, lead staff training and development and continuous professional development
- To assist the Headteacher in the implementation of performance management systems
- To work with SLT members to provide effective induction of all new staff
- To support the Headteacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities

Safeguarding Pupils

- Have due regard for safeguarding and promoting the welfare of pupils ensuring that the child protection procedures are adopted and adhered to by the academy
- Ensure that the highest priority is given to following the guidance and regulations to safeguard children and pupils
- To ensure the safety and welfare of children, pupils and vulnerable adults at all times
- Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults
- Undergo an Enhanced Disclosure and DBS checks and obtain any other statutorily required clearance
- Ensure all stakeholders have undergone the statutorily required clearance

Accountability

- Work closely with Prosper Executive Leadership and Governing Body
- Provide information, objective advice and support to the Governing Body to enable it to meet its responsibilities for securing effective teaching and learning, high achievement and value for money

- Present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, e.g. Executive Leadership, governors and parents
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement
- Work with the Governing Body to regularly review performance and development, set personal targets and take responsibility for own development
- Carry out such other duties as required by the Trust, CEO and Governing Body that are commensurate within the role

General Information

The Trust will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but, in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

Deputy Headteacher Person Specification

The CEO and Governing Body, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify the person specification.

Method of Candidate Assessment: A = Application
 I = Interview
 R = Reference

Essentials	Desirable	A/I/R
Qualifications		
Qualified Teacher status	NPQH An additional special qualification in SEND/ASD	A/I
Evidence of relevant professional development at senior leadership level		A
Evidence of recent relevant professional development and training, including safeguarding and financial management		A
Commitment to further develop own professional knowledge and skills		A/I
Experience		
Substantial experience of successful leadership at a senior level in a SEND environment	Teaching experience in specialist ASD provision	A/I
Experience of collaborative working with vulnerable families and multi-agency teams to support pupils and their families	Further professional development in special needs and/or ASD	A/I
Proven record of innovative curriculum design that reflects the needs of the pupils	Experience managing an extended school curriculum	A/I/R
Experience of managing and leading a wide range of staff		A/I
Experience as a lead for appraisal		A/I
Experience of leading whole school initiatives		A/I
Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision		A/I
Experience of analysing, interpreting and presenting school performance data to support self-evaluation	Successful experience of working with a diverse community	A/I
Evidence of implementing effective whole school safeguarding policies and practice	Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding Has undertaken the role of Designated Teacher for Looked After and Post Order Children	A/I
Knowledge and experience of the common inspection framework in a leadership and management role (Ofsted)		A/I

Abilities and Skills		
Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and pupils		A/I/R
Able to prioritise and organise the demands of being a Deputy Headteacher and being able to delegate effectively		A/I
Experience of leading and managing a wide range of staff		A/I
Demonstrate excellent interpersonal skills, both written and oral		A/I/R
Has a sound knowledge of strategies to enhance teaching and learning opportunities within the school		
Knowledge and Understanding		
Knowledge and understanding of pupils with a wide range of moderate and complex educational needs	Experience of managing transitions to the next setting	A/I
Clear understanding of the role of self-evaluation in the continuous improvement of the School		A/I
Knowledge and understanding of local and national trends and requirements in special education		A/I
Secure knowledge and understanding of safeguarding procedures	An understanding of the role of extended school activities and the role they play in the community	A/I
Knowledge and understanding of legal issues, including equal opportunities		A/I
Personal Qualities		
Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style		A/I/R
Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all pupils		A/I
Ability to make difficult decisions based on putting the pupils first		A/I
Embraces change and overcomes resistance to change in others		A/I
Willingness to ask for advice and support where necessary		A/I

Candidate Information

Prosper Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

1. School Contact Details

Address: Harry Watts Academy, Ramillies Road, Sunderland, SR5 5JA
Until Harry Watts Academy building is complete this post will be based
at: Thomas Bewick School, Linhope Road, Newcastle upon Tyne, NE5 2LW

Phone: 0191 229 6020 (Thomas Bewick School)

E-mail: admin@prosperlearningtrust.co.uk

Website: www.harrywattsacademy.co.uk

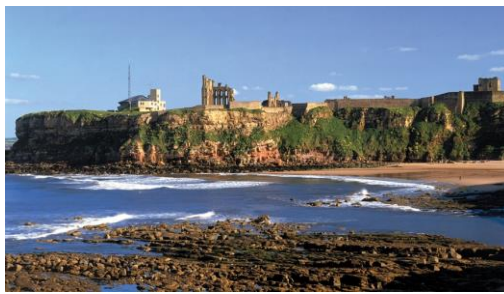
2. Specific Details

Employer: Prosper Learning Trust
Date of Appointment: September 2020
Salary Range: L9 – L13

Living in the North East

The North East is an exciting and vibrant place to live and work:

- In recent years there has been a great deal of investment and regeneration, not just by local improvements such as better play areas, but real investment by some big-name companies in tech, financial services and manufacturing. Many town and city centres are being modernised and new houses being built. Quaysides are being revamped into leisure hot spots with some very desirable apartments.
- Many sectors of the digital industry are moving to, or have moved to, the North East. And companies such as Nissan have created tens of thousands of jobs in the area. Scientific research, chemical processing, printable electronics, distribution, and of course tourism, are all major employers in the North East.
- From the Northumberland Coast to the North Pennines, Keider Forest and Park, to Durham Heritage Coast, and Hadrians Wall, to Whitley Bay, there are some beautiful places to spend your leisure time. Across the North-East there are golden sandy beaches, award winning parks and gardens and serene countryside within a 15 minute drive of any city centre.
- The North East of England has housing that caters to all budgets and has some of the cheapest property to be found anywhere in the UK. The average house price in June 2019 was £131,000 but prices vary across the area.
- People from the North East are incredibly friendly and helpful. In fact, complete strangers will even talk to you, something that you may find strange and a little unsettling if you come from London. But the locals are rightfully incredibly proud of their heritage and culture and will welcome you with open arms if you make the effort to integrate into the local community.
- The area is well served with transport links, with easy access to London via the motorway and rail services and there are several airports within the region with flights within the UK and beyond.



How to Apply

Applications

Candidates should submit applications on the enclosed form and also complete the safe recruitment form. A letter outlining reasons for applying for the post and giving an indication of what candidates can offer the school is required. Please limit your letter to no more than 1 side of A4 in 12 point size.

In order to comply with the safer recruitment requirements candidates must fully complete the Application Form including the section on references and the Safer Recruitment Form. It is not acceptable to substitute parts of the forms with your own version. All gaps in employment should be accounted for and explained – these could be further explored in an interview.

References

Open testimonials are not required or accepted for this post, the trust will take up a professional reference from your existing employer and one other of your choice. This reference will be requested if you are shortlisted for interview. If you are not currently working with children, references will be requested from previous employers where this was the case.

Interviews

Interviews will take place on one day during the week beginning 27th April 2020. The day will include a mix of formal and informal selection procedures.

Return Applications

Please return application forms to: admin@prosperlearningtrust.co.uk or by post to Joanne Fearn, Prosper Learning Trust c/o Thomas Bewick School, Linhope Road, West Denton, Newcastle upon Tyne, NE5 2LW. (Please mark your application "Private and Confidential")

Application Schedule

Informal visits date:

Closing date: Wednesday 15th April 2020

Shortlisting: w/c 20th April 2020

Interview dates: w/c 27th April 2020