



Recruitment Pack

Tees Valley Education



Pennyman Primary Academy

Job Ref: TVE 108



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

WELCOME LETTER FROM THE CEO

Dear Applicant,

Thank you for expressing an interest in applying for Head of Academy at Pennyman Primary Academy, a part of Tees Valley Education Trust.

Pennyman Primary Academy is an inclusive provision for over 400 children, including a specialist unit provision for 55 and a nursery for 78. Our 'Every Child, Every Chance, Every Day' motto perfectly describes the commitment and driving force every member of staff has in serving the children, their families and our community. We are incredibly proud of the family atmosphere we have, in fact, being the best Pennyman citizen, friend and learner you can be, are non-negotiable.

All staff are firm in the belief that each of us can and do make a difference to the life chances of our children and this belief lies at the heart of our value system and core offer. We provide a plethora of learning opportunities to engage, challenge, excite, enthuse and delight. There is a broad curriculum with high expectations of academic rigour for all, an outstanding pastoral and welfare offer which usually includes breakfast club, after school and year round holiday clubs, as well as amazing sporting opportunities, a range of performing arts and choir recitals, along with upcoming digital and STEM prospects.

We are also incredibly proud of our inclusive specialist provision, which has been 'outstanding' for the last 3 Ofsted visits. The unit is designated to serve children from 3-11 year old, with diagnoses for complex medical, physical and learning needs. To support our children's development we ensure that the pedagogy, teaching practice and learning environments are constantly refined as well as working with a range of commissioned service providers, multi-agencies and the Trust internal specialist team including an Educational Psychologist and counsellor to deliver excellence.

As well as our caring, aspirational children and the committed parents, community and staff, Pennyman is fortunate to be a part of Tees Valley Education Multi Academy Trust. This is an established, enthusiastic MAT with 5 academies across Middlesbrough and Redcar and Cleveland. It serves areas of considerable disadvantage, which is why it places an equal emphasis on academic expectations and pastoral support.

It is committed to serving our children and communities and offering the very best service possible with our unique 'TVEd spirit' – celebrated through the Diamond Standards. Our 4 Cs: care, courage, commitment and curiosity have forged transformational changes and ongoing improvements in all academies, including Pennyman, and across the MAT. Consequently, the leadership, teaching and learning and business profile are all strong.

As a Trust, we work incredibly closely together and as a senior member of both the academy and the Trust, you will both benefit from and contribute to this successful collaboration. We are also forward thinking and innovative, learning from and with a range of strategic regional and national partners such as: Ambition Institute, Apple, SSAT, Teesside University, various arts foundations, Forum Strategy, Chartered College of Teaching, Schools North East and in collaboration with other Trusts. The learning from and contribution to such organisations would also be an expectation of this role.

The academy and Trust are also heavily invested in supporting the performing arts. Over the years we have performed in The Sage, The O2 arena, The Royal Festival Hall as well as at small Scottish churches and in town halls and cathedrals regionally and nationally. Our ability to sing together unites us. It is also a platform to celebrate, to bring communities together, to encourage confidence and to share. Links with art institutions are proactively encouraged and cultivated and it has also been one of the Trust wide curriculum staff CPD areas thus far.

Additionally, we are committed to inclusion, both from a special educational needs perspective and from a poverty proofing and civic duty side. Over the last few years we have: collaborated to ensure a SEND and inclusion conference was held for colleagues and professionals in the area, have supported both the writing of and the delivery of NPQML for a range of colleagues across the combined authority, established a special free school and continue to collaborate on a variety of other training and development projects. Socially, and as part of our commitment to poverty proofing, we are working with the university of Teesside and PhD students to establish how we manage to successfully narrow the disadvantage gap as well as ensuring a range of charities and community groups are stakeholders with us to support a range of families and the community.

The Trustees are passionately committed to supporting both the life chances of children as well as the professional development and wellbeing of all staff. There is a proactive staff wellbeing offer linked to the comprehensive staff insurance as well as a supportive but developmental governance framework. Moreover, there is a broad range of professional developmental opportunities planned for the Trust and academy leadership team to complement the bespoke CPD needs identified through annual performance management.

The academy, its children, staff and community need a talented, passionate advocate who will serve with a huge heart, considered intellect, dedicated commitment and with courage and innovation because every child, really does deserve, every chance, every day. If this is you then please apply, the recruitment pack, including the job description and person specification for the post, along with an application form is included. I wish you well.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Katrina Morley', written in a cursive style.

Katrina Morley
Chief Executive Officer and Executive Head Teacher of Pennyman Primary Academy

ADVERTISEMENT

Head of Pennyman Primary Academy

Pennyman Primary Academy

Status: Permanent

Hours: Full Time

Salary: L14 to 19 (£56,579 - £63,975) Pending the national agreed pay award for 2020-21

Commencing: January 2021, or later for a suitable candidate

Reporting to: Executive Head Teacher of Pennyman Primary Academy / CEO

Pennyman Primary Academy is a large, complex academy for over 400 children. This includes a specialist designated unit provision for around 55 children. Therefore, Pennyman is a fully inclusive and exciting learning community, where unlocking each child's unique potential is at the heart of learning. This is reflected in the Pennyman motto 'Every Child, Every Chance, Every Day'.

This Head of Academy role is varied and complex in scope and would therefore be ideally suited to an innovative, forward-thinking school leader who has an unequivocal commitment to serve children and their families with a commendable proven impact. Being able to demonstrate this for outcomes and life opportunities for children in areas of disadvantage, including for those with special needs would be advantageous. An understanding of excellent teaching and learning practice, theory and research would also be needed in order to engage and support an already talented staff team and to support the academy on its continuous development journey. Equally, an unwavering commitment to work in partnership with a range of multi-agency personnel along with a range of stakeholders including our supportive parents and community, would be essential.

The Head of Academy will lead on the complex day-to-day running of the academy and be responsible for managing the provision and site. They would also be a key stakeholder in forming the strategic development of leadership, teaching and learning as well as the associated provision across school. All whilst being an outstanding role model. The Head of Pennyman Primary Academy will be closely supported in their role by the Executive Head Teacher, an incredibly able staff, including a phenomenally talented leadership team.

The Executive Head Teacher and the Trust acknowledge the importance of the role of the Head of Academy and are committed to life-long professional development for all staff. Therefore, you will be actively offered long-term support, encouragement, a bespoke CPD package as well as a shared leadership offer across the Trust, in addition to constructive challenge and support.

We are looking for someone who:

- Is an outstanding leader who can raise standards with proven experience of accelerating progress and attainment;
- Is an inspirational role model who can lead by example and motivate others;
- Has proven experience of whole school leadership and the ability to communicate and deliver on a clear vision for school improvement;
- Is an outstanding team player with the ability to forge strong partnerships;
- Has the expertise to support, champion and develop the educational provision for a range of learners;
- Can work constructively and cohesively with a wide variety of stakeholders;
- Has the impetus and commitment to lead and be a part of a forward-looking strategic leadership team;
- Has the ability to demonstrate professional capacity and a vested interest in supporting others to thrive;
- Is committed to serve following the Nolan principals

In return the successful candidate will:

- Have the privilege of leading a unique primary provision which is a bastion of inclusion;
- Have highly supportive children, parents, colleagues and Trustees;
- Work in an academy with incredibly high aspirations for all of its pupils, their families, staff and the profession;
- Have the opportunity to work in a vibrant, supportive and friendly Trust where you will be encouraged to develop both personally and professionally;
- Be a member of an incredibly talented and well informed team of professionals within the academy and across the Trust;
- Learn from and contribute to a range of academic research, latest thinking and professional learning;
- Be supported through a professional development programme including bespoke coaching and mentoring;
- Work within a supportive and innovate Multi Academy Trust.

JOB DESCRIPTION

HEAD OF PENNYMAN PRIMARY ACADEMY

**Location**

Middlesbrough/Teesside

Reporting to:

Executive Headteacher

Introduction

This appointment is subject to the current conditions of service for headteachers contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. The job description for this role is based on the key areas identified in the National Standards of Excellence for Headteachers published by the Department for Education (January 2015) and upon the restructure to a single CEO and Executive Headteacher at Pennyman Primary Academy by Tees Valley Education Trust during 2017.

In carrying out his/her duties the Head of Pennyman Primary Academy shall work in close support of the Executive Headteacher to enable operational facilitation and shared strategic planning of outstanding provision to be offered to all children both within the academy and across the Trust. The Head of Academy is expected to demonstrate, and be held accountable to, the Diamond Standards set out by the Trust.

National Standards of Excellence for Headteachers (2015)**Purpose**

The *National Standards of Excellence for Headteachers (2015)* define high standards within a self-improving school system. These standards are designed to inspire public confidence, raise aspirations, secure high academic standards in the nation's schools, and empower the teaching profession.

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

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

The job holder may be required to undertake additional training.

THE ROLE OF THE HEAD OF PENNYMAN PRIMARY ACADEMY

Heads of Academy work in support of Executive Headteachers, occupy an influential position in society and shape the teaching profession. They are lead professionals and significant role models within the communities they serve. Their values and ambitions strongly influence the achievements of children and academies. Working in support of Executive Headteachers, they are accountable for the education of current and future generations of children. The strategic direction and development of the school stem from the educational mission of the Executive Headteacher and the Trust, thus the Head of Pennyman Primary Academy, will ensure that his/her leadership demonstrates commitment to promoting and developing the academy's distinctive identity through the search for excellence in all areas of its work.

Their leadership has a decisive impact on the quality of teaching and pupils' achievements. Therefore, the Head of Academy supports the Executive Headteacher in being a lead learner and leading a learning community rooted in ongoing daily principles. The search for excellence is an expression in learning and teaching which recognise pupils' individual worth and progress in all areas. The Head of Pennyman Primary Academy accordingly supports the Executive Headteacher in leading the academy community in promoting positive attitudes to learning amongst pupils.

The role of Head of Academy will be expected to have a passion to drive and develop the strong distinctive ethos of the academy and Tees Valley Education Trust.

Supported by the Executive Headteacher, the Head of Academy will be expected to take responsibility for the development, improvement and educational outcomes, and key documents such as a long-term strategic plan, quality assurance, self-evaluation and improvement plans for the academy focused on teaching

The Head of Pennyman Primary Academy leads by example with an outstanding professional conduct and high-quality professional development for staff. In full support of the Executive Headteacher, they secure a climate for the exemplary behaviour of staff and pupils. His/her relationships with pupils, parents/carers, local

academy representatives, trustees and staff should demonstrate a belief in their unique contribution as individuals and on behalf of the Executive Headteacher, Academy and Trust.

The Head of Academy operationally supports the Executive Headteacher in the delivery of standards and expectations for high outcomes within and beyond their own academy (including the Trust, community and the wider education system), recognising differences and respecting cultural diversity within contemporary Britain. There also needs to be a strong presence across the Trust and locally, ideally encapsulated by a Local Leader in Education appointment.

THE FOUR DOMAINS

The *National Standards of Excellence for Headteachers* are set out in four domains.

'Excellence as Standard' domains:

- Qualities and knowledge
- Pupils and staff
- Systems and process
- The self-improving school system

Within each domain there are six key characteristics expected of the nation's Headteachers.

DOMAIN ONE – QUALITIES AND KNOWLEDGE

Heads of Academy, in support of the Executive Headteacher:

1. Work within the academy and with the Trust to hold, promulgate and articulate clear values and moral purpose, which take account of the academies focus on providing a world-class education for the pupils they serve.
 - Demonstrate the academy and Trust values in everyday work and practice.
2. Demonstrate optimistic personal behaviour and promote positive relationships and attitudes towards pupils, staff, parents, local academy representatives, trustees and members of the local community recognising their individual worth.
 - Support the Executive Headteacher and governors in creating and maintaining good working relationships amongst all members of the school community.
 - Develop and encourage working partnerships with parents and carers.
 - Understand the complexities associated with areas of deprivation and the link to educational performance.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
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 which are centred on delivering the Executive Headteacher and academy's vision, ably translating Trust, local, and national policy into the daily operational academy context.
6. Communicate compellingly the academy's vision and drive the working practices of all staff, empowering both pupils and staff to excel.
 - Work with the Executive Headteacher and other stakeholders to ensure the academy's vision is clearly articulated, shared, understood and acted upon effectively by all.
 - Create initiatives to attract investment to the Trust with external professional partners.

DOMAIN TWO – PUPILS AND STAFF

Heads of Academy, in support of Executive Headteachers:

1. Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes that reflect the distinctive expectations of excellence.
 - Continue to raise standards of achievement, be responsible for all day-to-day management of the children, staff, adult users, resources and building so as to promote and secure the achievement and well-being of all children and adults.
 - Work with the Executive Headteacher, senior leaders and governance to provide an environment in which all staff and children are enabled to achieve success and their full potential.
 - Maintain a consistent and continuous focus on children's achievement and attainment, making sure that assessment for learning is outstanding throughout the academy and that all teaching staff use data highly effectively and efficiently.
2. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being. Ensure exceptional quality provision for the academic, spiritual, moral, social, emotional, cultural and health well-being of all pupils and families.
 - Give priority to developing exceptional quality teaching and learning across the academy – being a beacon of outstanding practice and research.
 - Ensure that the academy environment, including each classroom environment, reflects and supports deserved quality of learning and meets the needs of learners.
 - Create a culture and ethos of challenge and support where all children can achieve success, have an appropriate layer of challenge and become engaged in their own learning.
 - Ensure that the academy works closely with parents and carers, with the community and with other agencies to provide for the academic, spiritual, moral, social, emotional, cultural and health needs of all children at Pennyman Primary Academy.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between academies, drawing on and conducting relevant research and robust data analysis.
 - Encourage and model initiative, team work and working in partnership to evaluate, reflect and actively appraise pedagogy including with outside partners e.g. universities etc.
4. Create an ethos within which all staff are required to treat all people fairly, equitably, and with dignity and respect. Inspire, encourage and support staff to develop their own skills and subject knowledge, and to support each other.
 - Lead by example, 'being seen' as a visible presence around the academy and keeping e-mail communication to a minimum.
 - Undertake the performance management of all Mainscale and UPS staff in support of planned CPD and ethos development.
 - Lead an operational undertaking of day-to-day HR.
 - Support the Executive Headteacher in structuring staffing appropriately to engage the best from everybody.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
 - Motivate and support staff by identifying and addressing areas for development and building on their strengths to support school succession planning.
 - Be closely involved with the Executive Headteacher in recruiting, retaining and deploying staff appropriately so that the goals and targets for the academy can be achieved.
 - Liaise with the Executive Headteacher in the recruitment and selection of teaching and support staff with any reference requests written by the Head to be signed formally by the Executive Headteacher on behalf of the academy/Trust.
6. Hold all staff to account for their daily professional conduct and practice, emphasising the distinctive nature of the academy.
 - Ensure that all staff carry out their professional duties in accordance with their job description and with national guidance and regulation, and moral duties in accordance with the outstanding expectations at Pennyman Primary Academy and across the Trust.

DOMAIN THREE – SYSTEMS AND PROCESSES

Heads of Academy, in support of Executive Headteachers:

1. Ensure that the academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
 - Support the Executive Headteacher in developing both strategic and operational plans for securing the vision and direction of the academy based on wide consultation with all relevant stakeholders.
 - Be responsible on a day-to-day basis for the internal organisation, management and control of the academy. In carrying out their duties the Head of Academy will always consult and liaise with and work in partnership with the Executive Headteacher.
 - Manage and organise the day-to-day use of the building and grounds so that it meets the needs of the curriculum and health and safety requirements.
 - Ensure that statutory requirements for the National Curriculum are met and that all children are enabled to access a broad, balanced and relevant curriculum.
 - Maintain the curriculum and pastoral care of the school so that it is appropriate to the children's differing experiences, interests, aptitudes and backgrounds.
 - Oversee and run the system for monitoring and developing the quality of teaching and learning is in place and shared across the Senior Leadership Team in an accessible format for all senior leaders across the Trust.
 - Effectively utilise the Trusts' system for assessing, recording and reporting of children's progress and that it is clearly understood and owned by all leaders irrespective of title.
2. Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the academy and in the wider community.
 - Ensure the highly effective management of children's pastoral well-being and behaviour is actively promoting outstanding outcomes.
 - Implement strategies that maintain exceptionally high standards of behaviour and attendance.
3. Conduct the performance of all staff in a rigorous, fair and transparent way for managing and addressing any under-performance, supporting staff to improve and valuing excellent practice.
 - Have a major role in effectively managing, encouraging, developing and supporting staff and actively and visibly demonstrating responsibility towards them, including overseeing appraisal procedures.
 - With support of the Executive Headteacher act as Line Manager to delegated staff and assume responsibility for all aspects of their appraisal review.
4. Welcome strong governance, actively supporting the Local Academy Committee (LAC) to understand its role and deliver its functions effectively.
 - Work with senior leaders, staff and governors to translate the strategic plan for the academy and trust into action plans that identify clear achievable targets and outcomes. These plans will take into account the diversity, values and experience of the academy and the community.
 - Work with other senior leaders, staff and governors to rigorously evaluate progress towards targets and outcomes and report at Challenge Board.
 - Support the Executive Headteacher in ensuring that all policies are regularly appraised where appropriate and updated with staff and governor involvement.
 - Ensure that all statutory requirements are published upon the academy website, including the academy aims, values, standards, SEND information and statements relating to pupil premium and sports premium expenditure.
 - Ensure that the academy website and on-line communication tools are regularly updated and maintained to a high standard to promote academy within the local, national and global community.
5. Support the Executive Headteacher in exercising strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of pupils' achievements and the academy's sustainability.
 - Ensure that learning is at the heart of strategic planning and resource management.
 - Work with the Executive Headteacher on setting and using the academy budgets to deliver a quality education and to meet the objectives of the school improvement plans.
 - Manage the agreed budget on a day-to day basis ensuring effective administration and value for money.
 - Monitor the budget and with the Executive Headteacher make appropriate adjustments to spending patterns in accordance with all financial regulations and audit requirements.
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.

- Develop and strengthen leadership, including middle leadership, across the academy and for the Trust.
- Actively empower the Senior Leadership Team and Middle Leadership Team to lead areas of academy development whilst holding them to account on a daily basis.

DOMAIN FOUR – THE SELF-IMPROVING SCHOOL SYSTEM

Heads of Academy, in support of Executive Headteachers:

1. Lead an outward-facing academy which works with other academies/schools and organisations - in a climate of mutual challenge – where each pupil is championed to ensure they secure their unique potential and achieve excellence.
 - Encourage purposeful and strong inter-academy links across the MAT and between partner and local schools.
 - Be responsible for aspects of delivery working across the MAT and regionally.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic, spiritual, moral, social, emotional and cultural outcomes for all pupils.
 - Develop and encourage mutually supportive working relationships with relevant agencies including Social Services and Health professionals.
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.
 - Engage with a range of research – by the Trust and external organisations to contribute to local, regional and national policy development.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff, including trainee teachers, Newly Qualified Teachers and Recently Qualified Teachers.
5. Model entrepreneurial and innovative approaches to academy and trust improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond the academy - to believe in the fundamental importance of education in young people's lives and to promote the value of education.
 - Develop and encourage working partnerships with a wide variety of stakeholders, in the best interests of the children within the academy and across the trust.

PERSON SPECIFICATION

QUALIFICATIONS & EXPERIENCE

Qualified Teacher Status (QTS)	E (1)
Experience across the primary age range(s)	E (2)
Evidence of recent senior leadership experience	E (3)
Post-graduate educational/leadership or management qualification	D (1)
Evidence of recent, appropriate leadership development and professional study	D (2)
Evidence of recent and relevant CPD	D (3)

PROFESSIONAL EXPERIENCE & KNOWLEDGE

A sound understanding of effective teaching and learning and how to raise standards	E (4)
Successful previous experience of supporting other members of staff to improve the quality of teaching, learning and assessment	E (5)
Knowledge of how to analyse and interpret data accurately to inform school improvement and to monitor pupil progress	E (6)
Advanced depth of up to date relevant knowledge and understanding of current national developments in education	E (7)
The ability to motivate and enable staff to carry out their roles to the highest standard	E (8)
An understanding and working knowledge of best practice in ensuring high standards of behaviour and attendance	E (9)
Understand how to build and maintain effective relationships with parents, carers, partners and the wider community to enhance the education of all pupils	E (10)
A secure knowledge of, and commitment to, safeguarding all members of the academy community	E (11)
Effectively evaluate whole school performance and accurately identify priorities for improvement	E (12)
A systematic and committed approach to performance management and continuous professional development of all school staff	E (13)
Understand how to motivate and manage staff in a variety of academy roles	E (14)
The ability to work effectively with a range of stakeholders to develop and achieve the academy vision of embracing excellence, high standards and inclusion	E (15)
Experience of successfully securing grants for expanding educational learning experiences	E (16)

CHARACTERISTICS & SKILLS

Be the lead learner of the learning community and be open to own learning	E (17)
Lead by example, with integrity, creativity, resilience and clarity and demonstrate the ability to positively empower, influence and encourage others	E (18)
Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff and towards parents and members of the local community	E (19)
Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupil's outcomes	E (20)
Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being	E (21)
Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in school and in the wider society	E (22)
Manage the agreed budget on a day-to day basis ensuring effective administration and value for money	D (4)

Be committed to the Trust's Vision, Values and Diamond Standards, and demonstrate forward thinking transformational reform to the academy's culture of learning.	D (5)
Create an out-ward facing school which works with other schools and organisations, in a climate of mutual challenge, to champion best practice and secure excellent achievements for all pupils	D (6)
Contribute to wider school improvement beyond own academy and be part of MAT developments	D (7)
A passion for curiosity, having courage to push boundaries to achieve excellence	D (8)

E – Essential

D – Desirable

Important: In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy.

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

HOW TO APPLY

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the academy. Only applications via the Trust's official application form will be accepted. Please do not submit a CV as substitute for part or full application form, the information will not be accepted or considered.

If you are submitting your completed application form by e-mail to recruitment@tved.org.uk please be aware 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 for the attention of Ms Katrina Morley:

Pennyman Primary Academy
Fulbeck Rd,
Middlesbrough
TS3 0QS

Visits to the academy are actively encouraged and should be arranged by contacting Mrs Lucy Simpson, PA to the Executive Head Teacher, on 01642 304406. During the visits, masks will be provided and there will be no access to classroom bubbles.

If you have any queries about the application process or the position please feel free to contact Ms Katrina Morley, CEO and Executive Headteacher on 01642 304406 or email katrina.morley@tved.org.uk

Recruitment campaign launch: Friday 4th September 2020

Deadline for Applications: Monday 28th September 2020, 12noon.

Shortlisting: Monday 5th October 2020

Interviews: Monday 12th October 2020/Tuesday 13th October 2020

Role commencement: January 2021 (or later for a suitable candidate)