

# Thomas Bewick School

## Deputy Head Teacher

### Applicant Pack



**THOMAS BEWICK  
SCHOOL**

GROWTH THROUGH UNDERSTANDING



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## Press Advertisement

### Deputy Headteacher, Thomas Bewick School

**Job start:** September 2021

**Salary:** L14 – L18

**Location:** Newcastle upon Tyne

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

Thomas Bewick School is a part of Prosper Learning Trust and is a special school academy for children and young people with autism aged 3-19. Prosper Learning Trust wish to appoint an enthusiastic, highly motivated and inspirational practitioner to the post of Deputy Head Teacher at Thomas Bewick School. This is an excellent opportunity for a highly skilled and motivated professional to work closely with the new Head Teacher and Senior Leadership Team to lead the school in striving for continual improvement.

This is a rare and exciting opportunity to contribute to the leadership of the school in its next phase of development, whilst continuing to develop its role as a centre of excellence for specialist autism provision. You will be enthusiastic about exploring the full potential of special school provision with an understanding of the risks that exist for vulnerable children and their families, alongside a passion for achieving positive outcomes. Experience of working with people with ASD is considered to be essential for this 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 teaching and learning methods and the new Ofsted framework.

Prosper Learning Trust is at a very exciting stage in its development and you will have the opportunity to play a key role in its growth. We will provide you with the resources and support you need to assist you in continuing 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:

- Happy, enthusiastic children and young people who are proud of their school
- A friendly and supportive team of staff who are willing to share expertise and learn from one another
- High quality support from experienced Teaching and Learning Assistants
- 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 Local Advisory Committee members
- 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.



Unfortunately, visits to the school are not possible during the current lockdown, however if you would like to speak to Daley Barber-Allen (Head Teacher) about the position and to have an informal discussion about our values and principles, please call 0191 229 6020.

Application packs can be obtained from [www.prosperlearningtrust.co.uk](http://www.prosperlearningtrust.co.uk) Please return application forms to: [admin@prosperlearningtrust.co.uk](mailto:admin@prosperlearningtrust.co.uk) or by post to J Fearn, Prosper Learning Trust, Linhope Road, West Denton, Newcastle upon Tyne, NE5 2LW.

(Please mark your application "Private and Confidential")

**Closing date:** 28<sup>th</sup> February 2021

Interviews will be held during week commencing **8<sup>th</sup> March 2021**

## 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 an extraordinary candidate to the post of Deputy Head Teacher at Thomas Bewick School.

Prosper Learning Trust formed in January 2018 when Newcastle Bridges School became the approved sponsor of Mary Astell Academy (formerly Linhope PRU). The decision to academise was made to enable the development of a holistic organisation able to meet the needs of very vulnerable young people and children in Newcastle while maximising resources.

In April 2019 Thomas Bewick School, a special school for pupils with autism joined the Trust. The governors of the school recognised that the values and ethos in which the organisation was founded very much encapsulated their own philosophies and vision for education of pupils outside the mainstream sector.

In September 2020 the Trust opened a special free-school in Sunderland; Harry Watts Academy. Thomas Bewick School was instrumental in the successful application for this free school and the vision is very much for both schools to work collaboratively together to deliver the best educational practice for pupils with ASD.

The next exciting step in the growth of Prosper Learning Trust will be the opening in September 2022 of a special free-school in Northumberland.

Everyone within Prosper Learning Trust works very hard to ensure that we are providing the highest quality education for all our pupils. The Trustees have a very clear strategic direction of how as a Trust we can grow and develop while balancing all decisions against risk. The appointment to this post is crucial to our development and future plans.

The successful candidate will have a strong track record of improving outcomes for pupils and will be expected to support the Head Teacher and school leadership in developing an outstanding school but also contributing to the overall development of the Trust.

Yours faithfully



Mark Jones  
CEO

## Welcome from Chair of the Local Advisory Committee

Dear Applicant

Many thanks for your interest in the post of Deputy Head Teacher at Thomas Bewick School. I hope you will find the application pack a useful introduction to the school and that you are encouraged to apply for the post.

Thomas Bewick School is situated in Newcastle, in a residential area to the West of the City. The school has 265 pupils aged 3 - 19, all of whom have a diagnosis of autism. It is a successful, happy, safe and fun place to learn. We as members of the Local Advisory Committee are extremely proud of what it has achieved and are committed to seeing it continue to grow and develop.

Our recently appointed Head Teacher has the vision and drive to lead the school through a period of real change and progress. We are now looking for a motivated, dedicated and highly effective leader who can work with the Head Teacher and Senior Leadership Team, leading the school through a challenging but exciting time with increasing pupil numbers, the recent addition of satellite provision at the lower end of the school's age range and the on-going developments as part of Prosper Learning Trust. In return we offer you a talented, professional team of staff; friendly, happy pupils who enjoy learning; supportive governors; and a supportive Trust central team.

We are confident that the school has continued to move forward since its last Ofsted Inspection in 2016, where it was rated Good, and there is a determination and desire for continuous improvement across every aspect of the school.

We hope you find all the information that you require within the application pack and on our website [www.thomasbewick.newcastle.sch.uk](http://www.thomasbewick.newcastle.sch.uk), however should you need additional information please do not hesitate contact the school or myself.

Yours sincerely



Adam Green  
Chair of Local Advisory Committee

## 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



### THOMAS BEWICK SCHOOL

Thomas Bewick School is an all age specialist provision in Newcastle upon Tyne 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 the individual needs and learning styles of pupils. 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

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.



### HARRY WATTS ACADEMY

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 opened 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.



## Deputy Head Teacher Job Description

Post Title	Deputy Head Teacher
Salary Grade	L14 – L18
Reporting To	Head Teacher
Responsibilities	To assist the Head Teacher in leading, managing, organising and developing the school and its staff. To deputise for the Head Teacher as required. To carry out other leadership and management responsibilities or tasks allocated. To carry out the professional duties of a teacher.
<b>Job Purpose (including main duties and responsibilities)</b>	
<ul style="list-style-type: none"> <li>To ensure the vision, value and ethos of Prosper Learning Trust is core to the development of the academy</li> <li>Play a major role in:               <ol style="list-style-type: none"> <li>formulating the aims and objectives of the school;</li> <li>establishing the policies through which they will be achieved;</li> <li>managing staff and resources to that end; and</li> <li>monitoring progress towards their achievement.</li> </ol> </li> <li>Carry out the professional duties of a Deputy Head Teacher 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</li> <li>Undertake the professional duties of the Head Teacher in the event of their absence from school as required by the Governing Body</li> <li>Assist the Head Teacher 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</li> <li>Manage staff and resources in their specified area of school. To manage and monitor budgets for their specified subject co-ordination area</li> <li>Act as a 'critical friend' and provide effective professional challenge and support to the Head Teacher and Senior Leadership Team</li> </ul>	
<b>Leadership, Strategic direction and development</b>	
<ul style="list-style-type: none"> <li>Support the vision, ethos and policies of the school and promote high levels of achievement</li> <li>Assist in the development of the School Development Plan and take a lead role in implementing specific objectives</li> <li>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</li> <li>Support the evaluation of the effectiveness of the school's policies and developments and cover issues of inclusivity</li> <li>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</li> <li>Demonstrate good teaching practice and innovate, inspire and motivate other staff. Promote teamwork and trust and be a professional role model for other staff</li> <li>Participate in, and where appropriate, lead staff training and development and continuous professional development</li> <li>Assist the Head Teacher in the implementation of performance management systems.</li> <li>Work with SLT members to provide effective induction of all new staff</li> </ul>	

## Teaching and learning

- Develop specialist teaching programmes for children and young people with autistic spectrum disorder
- Support the Head Teacher in determining and delivering an appropriate curriculum for the school and ensure that each pupil's education programme meets their individual needs
- Support the Head Teacher in the monitoring of the quality of teaching and pupils' achievements in a school phase including the analysis of performance data
- Support the Head Teacher 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

## Effective Deployment of Staff and Resources

- Demonstrate good teaching practice and innovate, inspire and motivate other staff. Promote teamwork and trust and be a professional role model for other staff
- Participate in, and where appropriate, lead staff training and development and continuous professional development
- Assist the Head Teacher in the implementation of performance management systems.
- Work with SLT members to provide effective induction of all new staff
- Support the Head Teacher 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
- Support the Head Teacher in the management and organisation of relevant groupings of children to ensure that effective teaching and learning takes place and that children's personal development needs are met

## Specific Responsibilities

- To lead on Safeguarding across the school as one of the Designated Safeguarding Leads
- Be responsible for all aspects of a school phase, including acting as Educational Visits Co-ordinator for that phase
- Be responsible for overseeing developments of the curriculum and behaviour management throughout the school
- Organise and carry out Annual Reviews and in some circumstances assess pupils and prepare families for the formal procedures set down in the SEN Code of Practice. This will include supporting other teachers in writing Educational Advice
- Help facilitate the transfer of young people with special needs between the sectors of education and the transition to and from school
- Work effectively within a multi-agency framework to plan and deliver a co-ordinated service for the young people and their families that is monitored and reviewed regularly

## Managing people and developing strong working relationships

- Advise the Local Advisory Committee and CEO on the recruitment and selection of staff
- Ensure all teaching and support staff are fully informed of strategic and operational objectives
- Provide inspirational leadership and guidance for staff
- Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures and ensuring systematic and equitable professional development arrangements
- Implement Prosper Learning Trusts Appraisal Policy and processes that will set operational and/or performance goals for all members of staff and which are clearly linked to the long-term objectives as set out in the strategic and annual development plans
- Ensure the development and implementation of effective Prosper Learning Trusts HR policies and procedures for staff induction, professional development and performance review in line with the Trust policy
- Encourage and manage the on-going professional development of staff ensuring that the Continuous Professional Development (CPD) strategy is aligned with the strategic goals of the Trust
- Create and develop an organisation in which staff recognise that they are accountable for the success of the school
- Participate in CPD in pursuit of academy improvement and disseminate learning to appropriate school staff

## Safeguarding Pupils

- To lead on safeguarding within the school as a Designated Safeguarding Lead
- 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

## 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 Head Teacher 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
<b>Qualifications</b>		
Qualified Teacher status	NPQSL / 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
<b>Experience</b>		
Substantial experience of successful leadership at a senior level in a SEND environment	Experience with ASD pupils	A/I
Experience of collaborative working with vulnerable families and multi-agency teams to support pupils and their families		A/I
Experience of managing change		A/I/R
Understanding of financial planning, budgetary management and principles of best value		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 planning, and evaluating a School Development Plan.		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 working successfully with governors / Local Advisory Committees, parents, Local Authority and other partners	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

Essentials	Desirable	A/I/R
Knowledge and experience of the common inspection framework in a leadership and management role (Ofsted)		A/I
<b>Abilities and Skills</b>		
To develop and communicate a clear vision so that others are inspired to embrace it		A/I/R
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 Head Teacher 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
<b>Knowledge and Understanding</b>		
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
<b>Personal Qualities</b>		
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
Ability to manage change and work under pressure		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: Thomas Bewick School, Linhope Road, West Denton, Newcastle upon Tyne, NE5 2LW  
Phone: 0191 229 6020  
E-mail: [admin@thomasbewick.newcastle.sch.uk](mailto:admin@thomasbewick.newcastle.sch.uk)  
Website: [www.thomasbewick.newcastle.sch.uk](http://www.thomasbewick.newcastle.sch.uk)

### 2. Specific Details

Employer: Prosper Learning Trust  
Date of Appointment: September 2020  
Salary Range: L14 – L18

### 3. Staff

Teaching Establishment: Head Teacher, 1 x Deputy Head Teacher, 1 x Assistant Head Teacher, 29 x fte teachers (which includes 3 x TLR 2a, 2 x TLR 2b, 1x TLR 3)

Support Staff: 1 Senior Administrator + 4 Admin Assistants  
80 fte Teaching and Learning Assistants

MAT Support: Chief Executive Officer, Finance & Operations Director, Trust Operations Manager, HR Manager

### 4. Class Information:

Stage	No of Classes	No of Pupils (fte)
Foundation Stage	5	40
Key Stage 1	5	41
Key Stage 2	12	104
Key Stage 3	4	36
Key Stage 4	2	19
Key Stage 5	2	20

## 5. School Information

No on roll: 260 fte

**Location:** The school is located in West Denton in the West of Newcastle upon Tyne. This is a residential area and the school is located close to a primary school, a secondary school, an alternative provision academy (part of Prosper Learning Trust) and a shopping centre. The area is well connected locally by road.

There is easy access to the coast, the North Pennines and the Northumberland National Park.

**Accommodation:** The school is based on three sites.

Site 1 is located in a light and airy PFI building designed specifically for pupils with autism, opened in June 2008.

Site 2 is located nearby and is co-located on the site with Studio West.

Site 3 is based at Broadwood Primary School, and accommodates the nursery and reception classes.

Classrooms are grouped in key stages and each key stage has a 'shared heart' communal area.

There are specialist teaching rooms for science, music, art, Computing and food preparation. In addition there is a small sensory pool, sensory rooms for both primary and secondary departments and a small soft play room for younger pupils.

At the centre of site 1 are a large hall, separate gym, primary and secondary dining rooms, as well as a large 'shared heart' area which opens out onto an outdoor play area.

Outside a range of play areas meet the needs of the different key stages, with a MUGA, sensory garden, trim trail, poly tunnels and playing field completing our attractive environment.

School staff benefit from a spacious staff room, conference room, offices, meeting rooms and a parents room.

Further Information about the school is available on our website [www.thomasbewick.newcastle.sch.uk](http://www.thomasbewick.newcastle.sch.uk)

**Directions:** From A1 – take the **B6324** exit toward **City (West)/Westerbope**  
At the roundabout take the **1st** exit onto **Stamfordham Rd/B6324**  
At the next roundabout take the **1st** exit onto **West Denton Way**  
Go ahead at next roundabout, continuing on **West Denton Way**  
Turn right onto **Linhope Road**  
At the next roundabout take **2nd** exit, continuing on **Linhope Road**  
Arrive at Thomas Bewick school on left.



## 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. It is not acceptable to substitute parts of the form 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 during week commencing 8<sup>th</sup> March 2021. The process will include a mix of formal and informal selection procedures.

## Return Applications

Please return application forms to: [admin@prosperlearningtrust.co.uk](mailto:admin@prosperlearningtrust.co.uk) or by post to J Fearn, Prosper Learning Trust, Linhope Road, West Denton, Newcastle upon Tyne, NE5 2LW.  
(Please mark your application "Private and Confidential")

## Application Schedule

Closing date:	28 <sup>th</sup> February 2021
Shortlisting:	w/c 1 <sup>st</sup> March 2021
Interview dates:	w/c 8 <sup>th</sup> March 2021