

Thomas Bewick School

Head Teacher

Applicant Pack



**THOMAS BEWICK
SCHOOL**

GROWTH THROUGH UNDERSTANDING



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Press Advertisement

Head Teacher, Thomas Bewick School

Job start: September 2020

Salary: L22-28

Newcastle upon Tyne

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

Thomas Bewick School is a special school academy for children and young people with autism aged 3-19. Prosper Learning Trust is looking to appoint a new Head Teacher following the retirement of our current Head whose passion and vision has enabled the school to develop a reputation as a centre of excellence for specialist autism provision.

This is a rare and exciting opportunity to lead the school in its next phase of development. The Trustees are seeking to appoint an exceptional candidate with the leadership experience, qualifications and ability to continue to move the school from Good to Outstanding. 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:

- Happy, enthusiastic children 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 Special Needs 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 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 V Hall, Prosper Learning Trust, Linhope Road, West Denton, Newcastle upon Tyne, NE5 2LW.

(Please mark your application "Private and Confidential")

Visiting dates: Wednesday 22nd January 2020 at 10.00 am, 12.00 or 2.00 pm (please ring for an appointment – 0191 229 6020)

Closing date: 31st January 2020

Interview Dates: 10th and 11th February 2020

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 Head Teacher at Thomas Bewick School.

Thomas Bewick School joined the Trust in April 2019 but had been heavily involved in the Trust's initial development well before the conversion date. Governors of the school recognised 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.

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 a 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. 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. In fact the first eight pupils of Harry Watts Academy will initially be educated in Thomas Bewick until the new school building is opened in January 2021.

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 be responsible for the development, implementation and assessment of strategies to deliver the Trust's vision for Thomas Bewick School. 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 Victoria Hall at admin@prosperlearningtrust.co.uk

Yours faithfully



Mark Jones
CEO

Welcome from Chair of the Local Governing Body

Dear Applicant

Many thanks for your interest in the post of 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 226 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 governors are extremely proud of what it has achieved and are committed to seeing it continue to grow and develop.

We are looking for a motivated, dedicated and highly effective leader who can work with the governors, Trustees, Trust Executive and Senior Leadership Team to lead the school through a challenging but exciting time. In return we offer you a talented, professional team of staff; friendly, happy pupils who enjoy learning; supportive governors; and a committed and hard-working parent/staff association.

In our most recent full OFSTED Inspection in 2013, Inspectors concluded that the school "provides a high standard of care, guidance and support for every pupil. Behaviour is excellent and the school has forged very effective links with parents. Outcomes for pupils are good overall with some that are outstanding. They make good and sometimes outstanding progress, especially in the area of communication".

We are confident that the school has continued to move forward since this inspection and there is a determination and desire for continuous improvement across every aspect of the school.

As part of the application we warmly welcome informal visits to the school. Please feel free to contact the main office on 0191 229 6020 to arrange a suitable time.

We hope you find all the information that you require within the application pack and on our website www.prosperlearningtrust.co.uk, however should you need additional information please do not hesitate contact the school or myself.

Yours faithfully



Adam Green
Chair of Governors



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 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 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.

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.

Head Teacher Job Description

Post Title	Head Teacher
Salary Grade	L22 - 28
Reporting To	Thomas Bewick School Governing Body Prosper Learning Trust CEO
Responsibilities	To provide leadership and management for the Academy to the highest professional standards

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
- The post holder will promote the highest possible standards of achievement and well-being to secure the long-term success of the academy
- To deliver the vision, values of the curriculum to ensure that Thomas Bewick School overcomes pupils' barriers to learning, equipping them with the skills for their futures
- To build on partnerships with local schools and the wider community and meet the requirements of the Local Authority, Department of Education, Ofsted and examining bodies
- To instil a creative and innovative style of leadership that inspires the pursuit of excellent educational standards and high aspirations for all pupils
- To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, enhances achievement and encourages rigorous and on-going self-evaluation
- To create a culture that challenges prejudice, values diversity and promotes equality
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct

Leadership, Strategic direction and development

- Work with the Governing Body and Executive Leadership to promote the strategic vision, ethos and curriculum plan for the school
- Ensure the successful delivery of the vision, ethos, aims and objectives as determined by the Prosper Board of Trustees and Governing Body
- Implement Prosper Learning Trust systems and processes into the running of the school
- Provide dynamic, consistent and motivational leadership team to the staff, children, families and wider community served by the school
- Translate the Trust's vision and aims into operational objectives and plans, motivating and empowering others to carry the vision forward
- Deliver a curriculum model that will address the barriers to learning of pupils attending the academy
- Implement robust and sustainable strategies to drive through changes necessary to deliver high quality services, within the school and for the broader community
- Ensure high quality, multi-agency services are available to support the educational, social and behavioural needs of pupils attending the school
- Maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans
- Ensure that the provision reflects the highest professional standards and receives positive OFSTED reports
- Ensure that statutory requirements, the decisions of the Trust, CEO and Governing Body and the needs of the pupils, their parents/carers, commissioners and the community are met
- Continue to develop an academy that is constantly seeking ways to learn and improve its performance

- Ensure that the school's values, ethos, policies and procedures are relevant, fair, inclusive and consistently implemented
- Be responsible for the management, development, and resourcing of policies
- Work with the CEO and Prosper Finance Director to advise the Governing Body on the formation of the annual budget in order to ensure the school achieves its objectives
- To be accountable for monitoring, evaluating and reviewing, health and safety, and risk assessment of the academy ensuring that the school provides a safe working environment for both staff and pupils
- Deliver effective operational management for the school's financial and physical resources
- Supervise the efficient management of the school budget
- Supervise effective use and development of school premises and resources
- Act in accordance with legislation affecting the conduct of the academy, particularly that governing health and safety matters and employment rights

Teaching and learning

- Secure and sustain high quality teaching and effective learning across the school
- Monitor, evaluate and review classroom practice and promote improvement strategies; aiming for outstanding standards of teaching and learning at all times
- Maintain high expectations amongst staff for the progress of all pupils
- Determine and implement an appropriate curriculum, which motivates pupils and is personalised to meet individual needs
- Develop a wide range of curriculum enrichment activities
- Lead on school development initiatives
- Ensure a consistent and continuous school-wide system of pupil assessment and achievement, using appropriate data and benchmarks to set, monitor, evaluate and report individual pupil progress
- Develop strategies that will promote 'Learner Voice' and involve pupils in a meaningful way

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

- Advise the Governing Body 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

- 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.

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
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	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, 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
Knowledge and experience of the common inspection framework in a leadership and management role (Ofsted)		A/I

Abilities and Skills		
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 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
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
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
Website: www.thomasbewick.newcastle.sch.uk

2. Specific Details

Employer: Prosper Learning Trust
Date of Appointment: September 2020
Salary Range: L22 – L28

3. Staff

Teaching Establishment: Head Teacher, 1 x Deputy Headteacher, 1 x Assistant Headteacher, 28 x fte teachers (which includes 3 x TLR 2a, 2 TLR 2b)

Support Staff: 1 Senior Administrator + 3 admin assistants
74fte Special Needs Assistants

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

4. Class Information:

Stage	No of Classes	No of Pupils (fte)
Foundation Stage	3	22
Key Stage 1	7	54
Key Stage 2	10	85
Key Stage 3	3	27
Key Stage 4	3	22
Key Stage 5	2	16

5. School Information

No on roll: 226

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 Cruddas Park Early Years Centre and accommodates the nursery and a KS1 group.

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, ICT 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

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 over two days on 10th and 11th February 2020. The two days 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 V Hall, Prosper Learning Trust, Linhope Road, West Denton, Newcastle upon Tyne, NE5 2LW.

(Please mark your application "Private and Confidential")

Application Schedule

Informal visits date:	22 nd January 2020 (10.00 am, 12.00, 2.00 pm)
Closing date:	31 st January 2020
Shortlisting:	w/c 3 rd February 2020
Interview dates:	10 th & 11 th February 2020