



Recruitment Pack

Tees Valley Education



Assistant Head of Academy Dormanstown Primary Academy

Job Ref: DPA 124



**TEES VALLEY
EDUCATION**
www.teesvalleyeducation.co.uk

WELCOME LETTER FROM THE TRUST



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

Dear Applicant

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

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

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

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

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

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

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

Yours faithfully

Katrina Morley

Chief Executive Officer and Executive Head Teacher of Pennyman Primary Academy

Assistant Head of Academy

Dormanstown Primary Academy

Status: Permanent

Hours: Full Time

Salary: L2 - L6 (£43,251 - £47,735)

Commencing: September 2021

Reporting to: Head of Academy

Dormanstown Primary Academy is a thriving inclusive learning community for 270 pupils from Nursery to Year 6. Within our provision, we have 35 High Needs places for children with complex learning needs from across Redcar & Cleveland. We are looking to appoint to the newly created post of Assistant Head of Academy. We are seeking a candidate who is an outstanding classroom practitioner able to model excellent teaching and learning. You will be an inspiring leader with a track record of improving standards, who will be committed to the Academy values and the impact this can have on outcomes for every child within the classroom and beyond. The academy has already achieved significant improvements in the last 2 years and is at a stage in its journey where there are some exciting challenges and opportunities ahead within our journey towards excellence. Alongside the Head of Academy and newly formed joint leadership team under the Executive Headteacher for Dormanstown and Wilton Primary Academies, we believe a significant impact can be achieved with the skills of an Assistant Head of Academy contributing to the team.

The successful candidate will play a large part in leading and evolving teaching, learning and continuous professional development across all areas of the academy. We are looking for someone who will provide a visible, credible and motivating presence with the ability to inspire those around them with a passion for teaching and learning, excellent pedagogical and subject knowledge, team ethic and a commitment to the highest standards. You will have the capacity to challenge, support and inspire with a positive attitude within a collaborative learning culture. The successful candidate will have the opportunity to not only support the Head of Academy and whole academy leadership at Dormanstown but also play a role in supporting Wilton Primary Academy through joint working and development opportunities.

The role will carry with it a part time teaching commitment. This presents a great chance to lead teaching and learning by example, having a substantial influence on both staff and children. It is a fantastic opportunity for not only aspiring new leaders who are ready to make the next step in their career but also those who are experienced leaders that have a passion for teaching and learning and have the skills to develop others.

The Assistant Head of Academy will:

- Be an outstanding classroom practitioner able to model excellent teaching and learning
- Be a collaborative and inspirational leader, with a strong ability to motivate and empower staff and children to ensure high expectations for attainment, progress and wider outcomes for all
- Have the ability to identify appropriate support and develop others
- Inspire a passion in others so as to support leaders at every level throughout the academy
- Be challenging, supportive and have the enthusiasm and courage to support the journey towards excellence
- Have an understanding of inclusive practice to ensure all pupils access the best possible teaching and provision, that is appropriate to their needs, promotes high standards and fulfilment of potential

We can offer:

- A committed senior leadership team that puts the child at the centre of school improvement
- The opportunity to contribute to shaping the future of teaching and learning
- A forward-thinking academy, which is committed to improvement through evidence based research
- An excellent learning environment for children with a strong community ethos
- Hard working, committed and dedicated staff who strive to gain the best outcomes for all of our pupils
- Dedicated pupils who love coming to the academy and are encouraged to be the best they can be
- A passionate and high performing team of professionals across the trust to learn from and contribute to

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

If you have any queries about the position please contact Mr Oliver Long, Head of Academy on 01642 483696 for an informal discussion.

Visits to the academy are actively encouraged and should be arranged by contacting Mrs Katie Stedman, Office Manager, on 01642 483696. During the visits, masks will be provided and there will be no access to classroom bubbles.

HOW TO APPLY

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

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

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

Mr Oliver Long,
Head of Academy
Dormanstown Primary Academy
South Avenue
Redcar
Cleveland
TS10 5LY

Closing Date: Friday 16th April 2021 9:00 a.m.

Shortlisting: Friday 16th April 2021

Interviews: Friday 23rd April 2021

RESPONSIBLE FOR: Leadership of Teaching and Learning

RESPONSIBLE TO: Head of Academy

SALARY SCALE: Leadership 2 – 6

GERNERAL DUTIES AND RESPONSIBILITIES

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

The Assistant Head of Academy will:

- Be a member of the senior leadership team
- Provide professional leadership that secures success and improvement, ensuring high quality education for all pupils and improved standards of learning and achievement.
- Lead the development of teaching and learning practices
- Develop coaching relationships to support developments in pedagogy and deliver high quality CPD.
- Develop leadership skills in others, supporting middle and subject leaders to become effective leaders in support of academy improvement plans.

LEADERSHIP AND MANAGEMENT

- Contributing to the effective day to day management and organisation of the academy
- Communicate the academy vision compellingly and support strategic leadership
- Playing a leading role in the academy improvement planning process, through agreed priorities
- Contributing to the academies self-evaluation process, including writing the SEF, devising and monitoring improvement action plans and other policy development
- Contribution to the creation of a supportive ethos and stimulating academy environment
- To lead on the production and review of academy policy and guidelines on teaching and learning
- Providing an example of 'excellence' as a leading classroom practitioner, using evidence based research to inform, inspire and motivate other staff to have high expectations and develop their own practice
- Working with the Senior Leadership Team to sustain high expectations and excellent practice in teaching and learning throughout the academy
- Supporting the monitoring and evaluation of the quality of teaching and learning taking place throughout the academy and set priorities for improvement
- Be responsible with the SLT, for ensuring that assessments are accurate through moderation and that staff have been supported throughout the assessment process
- Provide leadership development to others to enhance subject leads impact across all curriculum provision.
- Work with the Head of Academy to provide or support others to provide CPD for classroom based staff ensuring their needs are identified and met through quality training/coaching opportunities

TEACHING AND LEARNING

- Work with the whole staff to develop a strong learning environment that has at its centre high expectations of learning, performance, academic achievement and behaviour and positive outcomes for all
- Leading and supporting the teaching and learning within the academies through promoting models of excellent classroom practice, coaching, mentoring and supporting self-evaluation for teaching and learning staff.
- Working with the Senior Leadership Team to lead, motivate, support, challenge and develop staff to secure continual improvement including his/her own continual professional development
- Promoting a culture of inclusion within the academy community
- Setting high expectations for children's behaviour across the academy; maintaining good relationships through positive behaviour management
- Supporting the development of curriculum provision by reviewing the learning outcomes for all children

- Working with the SLT in ensuring an appropriate programme of professional development for all staff, in line with the academy improvement plan and appraisal including coaching and mentoring as appropriate
- Contributing to Pupil Progress Meetings
- Liaise with Trust Academies within Tees Valley Education to enrich and expand the provision and secure partnerships, collaborations, enrichment opportunities and expertise which provides benefits to all children and the academy communities.
- Undertake a teaching commitment at a level consistent with the needs of the Academy and the demands of the Assistant Head of Academy post.

PARTNERSHIP WORKING

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

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

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

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

The job holder may be required to undertake additional training.

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

*overall presentation

*use of standard English

*grammatical accuracy

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

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
Qualified teacher status – degree or equivalent	A	E
Evidence of continued and relevant professional development	A	E
Evidence of leadership qualifications or professional development	A	D
PROFESSIONAL EXPERIENCE AND KNOWLEDGE		
Excellent classroom practitioner	A,I,R	E
Successful teaching experience across the primary age range	A,I,R	E
Experience as middle leader in a primary school for at least 2 years	A,I,R	E
Experience of successfully leading on aspects of school improvement identified through the school's self-evaluation and monitoring the impact of initiatives	A,I,R	E
Successful experience of raising standards for all with measurable outcomes	A,I,R	E
Recent experience of contributing to staff development and monitoring teaching and learning	A,I,R	E
Successful teaching experience in more than one school	A,I	D
Experience of teaching and learning within an inclusive environment and knowledge of effective practice and provision for children with complex SEND needs	A,I	D
Experience of leading and managing staff and developing effective team working	A,I,R	D
Involvement in school self evaluation and development planning	A,I,R	D
ABILITIES AND SKILLS		
Substantial knowledge of EYFS, KS1 and KS2 curriculum and an understanding of the provision for SEND pupils	A,I,R	E
Understanding of high quality teaching, the ability to model this and to support others to improve	A,I,R	E
A sound understanding of strategies to support all children's learning	A,I,R	E
Ability to inspire and motivate all children to learn and realise their potential	A,I,R	E
Ability to monitor, evaluate and support improvements in the quality of teaching and learning	A,I,R	E
Able to provide professional direction to the work of others through mentoring/coaching and ongoing CPD	A,I,R	E
Ability to work productively and positively with a range of colleagues both internally and across the Trust	A,I,R	E
Ability to drive for improvements and challenge underperformance	A,I,R	D
Effectively evaluate areas of academy performance and accurately identify priorities for improvement	A,I,R	D
Proven ability to lead change	A,I,R	D
PROFESSIONAL CHARACTERISTICS		
Clear and articulate vision for the development of primary education	A,I	E
Commitment to meeting the educational, social and emotional needs of all children	A,I	E
Commitment to high standards and continuous improvement	A,I	E
Lead by example, with integrity, creativity, resilience and clarity and demonstrate the ability to positively empower, influence and encourage others	A,I	E
Excellent interpersonal skills and emotional intelligence	A,I	E
Ability to demonstrate the Trust Diamond Standards of Commitment, Curiosity, Courage and Care	A,I	E

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

E – Essential

D – Desirable

SAFEGUARDING CHILDREN

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

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

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

EXPLANATORY NOTES

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

Safeguarding Children & Young People

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

General Data Protection Regulation

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

Dormanstown Primary Academy Information

Dormanstown Primary Academy is an inclusive thriving learning community of 270 pupils aged 3-11. Our context is challenging, serving an area of socio-economic deprivation with a high proportion of children who are eligible for pupil premium. Within our provision, we have 35 High Needs places for children with complex learning needs from across Redcar & Cleveland.



Our children are entitled to an excellent education; we ensure children have the essential knowledge, learning dispositions and key values to embrace the opportunities and challenges they encounter to go out into the world and make a difference to their own lives and that of others. We achieve this through expert teaching routed in cognitive science and underpinned by:

- A positive climate and routines for learning
- A well-sequenced, knowledge rich curriculum
- Planning for learning rather than performance
- Responsive teaching and effective feedback approaches
- Explicit teaching to extend and enrich vocabulary learning to address language development and the word gap
- A commitment to continual development by all staff



We have a shared understanding that 'Learning is a persistent change in the long-term memory'. Using Trust plans as a starting point, teachers at Dormanstown plan clear sequences of learning which address and activate prior knowledge, introduce new knowledge in granular steps and make meaningful connections between old and new learning. This includes how to use spaced retrieval to ensure information is regularly revisited to enable the information to move from the working to the long term memory.

Our responsive teaching approach to feedback ensures we are constantly consulting and co-constructing learning with our pupils. Pupils are encouraged to be independent and teacher's assessment for learning is pivotal in this process.



The recent relaunch of our school logo in collaboration with our whole community ensures our children display learning behaviours underpinned by our core values: 'aspiration, inspiration, collaboration and celebration', creating a nurturing environment that enables children to be successful learners.

Our children have excellent learning behaviours, are eager to learn and are supported by a team of hard-working and dedicated staff. The children of Dormanstown Primary are happy learners, who work hard to reach the challenges set by their teachers.

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

Our vision for Dormanstown is ambitious, and presents a significant challenge, but we are already a long way into this journey. With inspirational pupils who share a love of learning, a passionate staff team and the resources of the Tees Valley Education Trust professionals, we ensure that our children set aspirational goals, inspire one another, collaborate and celebrate together.



Please visit our website for further information dormanstown.teesvalleyeducation.co.uk