



# Recruitment Pack

Tees Valley Education

**Pennyman Primary Academy**

**Deputy Head of Academy**

**with responsibility for Teaching, Learning and Assessment.**

**Brambles Primary Academy**

**Deputy Headteacher with responsibility for Teaching,**

**Learning and Assessment.**

**Job Ref: TVE138**



## WELCOME LETTER FROM THE TRUST



**TEES VALLEY**  
**EDUCATION**  
[www.teesvalleyeducation.co.uk](http://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 birth right. All children, regardless of circumstance, have an entitlement to a world class education. The Trust operates in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. We 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

# ADVERTISEMENT

**Deputy Head teacher – Brambles Primary Academy**

**Deputy Head of Academy – Pennyman Primary Academy**

**Status: Permanent**

**Required: September 2021**

**Hours: Full time**

**Salary: Deputy Head Teacher - Brambles Primary Academy L9 – L13 £51,402 - £56,721**

**Deputy Head of Academy – Pennyman Primary Academy L7 – L11 £49,019 - £54,091**

**Reporting to:** Headteacher/Head of Academy

Tees Valley Education is seeking to appoint an inspirational Deputy Head Teacher for Brambles and a Deputy Head of Academy for Pennyman to lead on Teaching, Learning and Assessment. These opportunities have arisen from staff promotion and restructure and have been designed to further strengthen strategic and operational leadership capacity to both academies and to the Trust. In both of these posts you will work closely with other senior leaders to identify and continually develop strategy in key areas and with teachers to use this to maximise outcomes for children.

In conjunction with the Head Teacher/ Head of Academy and other Senior Leaders, the post holder will lead on aspects of teaching and learning, coaching and mentoring of staff, development of subject leaders and areas of improvement including assessment. At Pennyman there will be no set classroom responsibility, but teaching, at times, will form part of the role. At Brambles there is an expectation that the post holder will share their outstanding classroom practise to add capacity in identified areas linked to school improvement. Consequently, the post holder will utilise their outstanding pedagogy and inspirational leadership to refine, develop and promulgate existing practices and programmes.

This is a fantastic opportunity for a dedicated and ambitious individual to develop as a senior leader and take the next steps towards Headship.

Both are excellent academies to work in, both of which have a track record of outstanding leadership. Our children are a joy to work with and 'are recognised as proud academy learners and citizens'. Furthermore 'Pupils know implicitly how to behave and how to interact positively with each other and with staff. This is because of the high levels of respect that underpin the school's very inclusive and supportive ethos.' Ofsted. In addition, we are also committed to your professional development (CPD) and offer a wide range of opportunities for career progression.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification. Academy preference should be indicated on the application form with a clear rationale.

Visits to the academies are strongly encouraged and can be arranged by appointment with the academy offices on the following dates:

**Brambles: 5<sup>th</sup> - 6<sup>th</sup> May 1-4 p.m., 7<sup>th</sup> May 1-3 p.m., 11<sup>th</sup> - 14<sup>th</sup> May 1-4.30pm**

**Pennyman: Wednesday 5<sup>th</sup> May pm, Friday 7<sup>th</sup> May am, Wednesday 12<sup>th</sup> May, Thursday 13<sup>th</sup> May am.**

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.

## HOW TO APPLY

Application packs can be downloaded or printed directly from the Trust website [www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk), you can submit your application directly online or request an application form from the central office. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail via [Recruitment@tved.org.uk](mailto:Recruitment@tved.org.uk) 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 for the attention of Louise Stogdale, Head of Academy at Pennyman Primary Academy and/or Ms K Gleave, Headteacher at Brambles Primary Academy:

Tees Valley Education  
Head Office  
Fulbeck Road  
Middlesbrough  
TS3 0QS

If you have any queries about the application process or the position please feel free to contact either academy or email:

Brambles Primary Academy – 01642 210704/Email: [brambles@teesvalleyeducation.co.uk](mailto:brambles@teesvalleyeducation.co.uk)

Pennyman Primary Academy – 01642 314750/Email: [pennyman@teesvalleyeducation.co.uk](mailto:pennyman@teesvalleyeducation.co.uk)

Closing Date: 17<sup>th</sup> May 2021 at 5pm

Shortlisting: 18<sup>th</sup> May 2021

Interviews: 25<sup>th</sup> May 2021

## **JOB DESCRIPTION - DEPUTY HEAD TEACHER/Head OF ACADEMY WITH RESPONSIBILITY FOR TEACHING, LEARNING AND ASSESSMENT**

To play a major role under the direction of the Headteacher/Head of Academy and in conjunction with other members of Senior Staff, in implementing the vision, aims and objectives of the academy and establishing the policies and procedures through which they are achieved. Be responsible for assessment across the whole primary academy. To undertake such duties as are delegated by the Headteacher/Head of Academy. To work alongside the Senior Leadership Team to proactively manage staff and resources. To be responsible for a key area of subject leadership/school improvement as directed by the Headteacher/Head of Academy. Take responsibility for promoting good behaviour within the school. Carry out the duties of a school teacher and Deputy Headteacher/of Academy as set out in the School Teachers' Pay and Conditions Document. The Deputy Headteacher/ Head of Academy for Teaching, Learning and Assessment will also have delegated responsibilities which are both Academy and Trust wide.

### **STRATEGIC DIRECTION AND DEVELOPMENT**

- Work in partnership with other academy leaders in managing the academy through strategic planning and the formulation of policy and delivery of strategy, ensuring management decisions are implemented effectively and in a timely manner
- To ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Demonstrate the vision in your everyday work and practice
- Motivate and work with others to create a shared culture and positive learning climate
- Ensure that strategic planning takes account of the diversity and experience of the school and community
- Take a leading role across the whole school, in the light of new and emerging research, to enhance and extend the learning experience of pupils
- Be aware of current and proposed educational developments at an academy, Trust, local and national level and ensure the academy is prepared for these
- Set a high professional standard and support and challenge other staff to do the same
- Work proactively and strategically as a member of the academy and Trust
- Promote a culture of inclusion within the academy community where all views are valued and taken into account
- Be responsible for own and others' CPD within the academy and the Trust
- Manage staff (including performance management) and resources to fulfil the aims and objectives of the academy
- Review the status and progress of the academy through analysis of performance information, creating review and development plans (RAD) and overseeing their successful implementation, reporting to Trust governance meetings
- Model outstanding pedagogical and leadership practice as well as having an expert knowledge base of primary education
- Lead on assessment and data analysis across the academy in order to improve the outcomes for all groups of children
- Promote and protect the health and safety of children, staff and visitors to the academy
- Demonstrating consistent application of all school policies and providing an exemplar model of the application of policies in your practice where appropriate

## LEADING TEACHING AND LEARNING AND ASSESSMENT

- Research and lead creative and imaginative ways of anticipating and solving problems and identifying opportunities that will enhance the quality of education across the academy
- Demonstrate a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Monitor, evaluate and review classroom practice throughout the academy and promote improvement
- Challenge underperformance at all levels and provide support to improve performance
- Ensure a consistent and continuous school-wide focus on pupils' progress and achievement, using data and benchmarks to monitor progress in every child's learning
- Support the academy priorities through monitoring activities, lesson observations, pupil dialogues and work scrutinises
- Work with other academy leaders to raise standards through staff performance appraisal and pupil progress meetings
- Be an excellent classroom practitioner, coaching, mentoring and leading learning where necessary
- Monitor the academy's performance data, sharing this with staff as appropriate and ensuring at least good rates of progress
- Lead on the production and analysis of academy data, identifying vulnerable learners and underperformance, and implementing effective strategies to raise attainment
- Play a leading role in the development and review of all aspects of the curriculum including planning

## LEADING AND MANAGING STAFF

- Support the Headteacher/Head of Academy and SLT to develop positive working relationships and sustain motivation, with and between all staff and the community
- On a day to day basis, provide guidance and leadership to ensure the highest possible standard of pupil care, record keeping and communication
- Take a lead role in managing pupil behaviour across the academy and additionally by consistently modelling and implementing the agreed policy for pupil behaviour
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Support the Headteacher/Head of Academy in ensuring effective planning, allocation, support and evaluation of work is undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory
- Regularly review own practice, set personal targets and take responsibility for your own personal development
- Work with other leaders at academy and trust level to develop an ethos, which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Work with other leaders developing appropriate programs of professional development for all staff including quality coaching and mentoring, in line with the RAD plan and performance management system, whilst enabling excellence and outstanding ability to flourish

## MANAGING THE ORGANISATION

- Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support and modelling
- Line manage and act as Performance Management reviewer for staff identified by the Head Teacher/ Head of Academy
- Support the Head teacher/Head of Academy and SLT in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership
- Support the Head Teacher/Head of Academy to ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all
- Communicate relevant information to all staff in a timely and organised manner
- Undertake other reasonable duties related to the day to day administration of the school as requested by the Head Teacher/Head of Academy

## ACCOUNTABILITY

- Attend Senior Leadership Team Meetings and Trust Challenge Boards when required to provide information and advice regarding your specific areas of responsibility
- Support in the development of and present a coherent, understandable and accurate account of the academy's performance to a range of audiences including trustees, parents and carers
- Reflect on personal contribution to academy achievements and take account of feedback from others
- Fulfil all commitments arising from contractual accountability

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

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 e.g. first aid, Positive Handling.

Signed (Employee)	
Date:	
Signed (on behalf of Name and Role: employer):	
Date:	

## PERSON SPECIFICATION

QUALIFICATIONS	AM	E/D
Degree or relevant qualification and experience.	A	E
Qualified Teacher Status.	A	E
Evidence of further professional development.	A, I, R	E
Qualifications or experience in pedagogy and child development.	A	D
Experience of skills outside of teaching.	A, I, R	D
Evidence of leadership development courses / or a willingness to undertake them.	A, I	D
Positive Handling trained or a willingness to undertake it.	A, I	D
EXPERIENCE		
An outstanding understanding of Assessment for Learning (AfL) and the impact it has on progress.	A, I, R	E
Outstanding teaching across a variety of age ranges and schools.	A, I, R	E
Experience of training, coaching and mentoring colleagues across school, Trust and/or LA.	A, I, R	E
Previous recent experience in a senior leadership role in a primary academy.	A, I, R	E
Evidence of developing, monitoring and evaluating a key aspect of academy provision including the identification of SEF and RAD priorities.	A, I, R	E
Proven track record of raising standards across an academy.	A, I, R	E
Secure understanding of school wide data, data analysis and priorities to raise standards across the academy.	A, I, R	E
A proven track record of leading a core subject with a view to leading English at Pennyman.	A, I	E
Experience of teaching and impact in particular benchmark years.	A, I, R	D
Creative approach to problem solving	A, I, R	D

<b>KNOWLEDGE, ABILITIES AND SKILLS</b>		
A proven track record as an outstanding teacher.	A, I	E
Ability to drive forward improvements.	A, I, R	E
A sound understanding of data analysis systems including SIMS, data dashboard and FFT.	A, I, R	E
An understanding of a variety of techniques for assessment for learning in order to impact positively on children's progress.	A, I, R	E
Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement.	A, I, R	E
A broad understanding of the core curriculum and creative opportunities for cross curricular learning.	A, I, R	E
A sound understanding of strategies to support all children's learning.	A, I, R	E
Highly successful experience of leading and managing whole academy developments in a number of areas regarding teaching & learning and raising standards of attainment and achievement across the academy.	A, I, R	E
An understanding of and working knowledge of the needs of children with SEND.	A, I, R	D
Outstanding organisational skills with the ability to self-direct as well as work successfully within a team.	A, I, R	E
Excellent behaviour management strategies.	I, R	E
A commitment to further professional development.	A, I	E
The ability to work productively and positively with a range of colleagues both internally and externally.	A, I, R	E
Evidence of continued professional development.	A	D
Experience of conducting staff induction, mentoring and performance management.	A	D
Excellent interpersonal skills.	I, R	E
Flexible and adaptable.	A, I, R	E
Ability to inspire and motivate all children to learn and reach their full potential.	A, I, R	E
Ability to/ willingness to contribute to the whole academy context (including INSET)	A, I, R	E
Tenacity, enthusiasm and drive.	A, I, R	E
<b>LEADING AND MANAGING STAFF</b>		
Senior leadership and management experience.	A, R	E
A good understanding of whole academy issues.	A, I, R	E
Experience of planning for change, development and improvement.	I	E
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the academy community.	A, I	E
Proven ability to set & meet challenging targets, for pupils and the academy, and to enable others to do this.	A, I, R	E
Proven ability to analyse, prioritise and meet deadlines.	I, R	E
Experience of whole academy self-review and evaluation.	I, R	E
Able to demonstrate leadership qualities and people management skills.	A, I, R	E
Able to motivate, promote good relationships and effectively communicate with all stake holders.	A, I, R	E
Commitment to safeguarding and promoting the welfare of children.	A, I, R	E
Work with other leaders to develop an ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.	A, I, R	E
Be an excellent role model for both staff and pupils in terms of being reflective and demonstrating a desire to improve and learn. Modelling practice, procedures and protocols.	A, I, R	E

Have experience of working with other leaders, developing appropriate programs of professional development for all staff including quality coaching and mentoring, in line with the Review and Development Plan and performance management system, whilst enabling excellence and outstanding ability to flourish.	A, I, R	E
--	---------	---

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

E – Essential

D – Desirable

## SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

**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, where appropriate, 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 enhanced CRB checks and 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.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered ‘not applicable’ if your duties have not brought you into contact with children or young people.

### Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

As part of the DBS application and as a form of identification, all candidates invited to interview must bring the following documents:

**Route 1** – 3 documents (at least 1 must be from Group 1, the other 2 can be from any group)

**Route 2** – 3 documents (1 from Group 2a and 2 from 2a or 2b, plus External ID check)

*One document must confirm the applicant’s date of birth and another confirm the current address. In addition to the above, if you are successful, you will be required to conduct an external ID check (this is an automated process completed online).*

**Route 3** – 5 documents (birth certificate and 4 other documents - 1 from 2a and 3 from Group 2a or 2b)

*One document must confirm the applicant’s current address*

Group 1 – Primary Identity Documents	
Current valid passport (UK or overseas)	Biometric Residence Permit (UK)
Current driving licence - photocard & counterpart (where applicable). (UK, Isle of Man, Channel Islands and EU – full or provisional)	Birth certificate – issued at time of birth (UK, Channel Islands – including those issued by UK authorities overseas)
Adoption Certificate (UK & Channel Islands)	
Group 2a – Trusted Government Documents	
Current driving licence - photocard (UK and overseas)	Current driving licence – paper (UK and EU)
Birth certificate – issued any time after birth (UK & Channel Islands)	Marriage/civil partnership certificate (UK & Channel Islands)

Fire Arms Licence (UK & Channel Islands)	HM Forces ID Card (UK)
Group 2b – Financial & Social history documents	
Mortgage statement (UK or EEA)	P45/60 Statement
Bank/Building Society Statement (UK)	Council Tax statement
Credit Card Statement (UK or EEA)	Work Permit/Visa (UK)
Financial Statement, eg Pension, investments (UK)	Sponsorship letter from employer (outside UK)
Benefit statement, eg child allowance, pension (UK)	Utility Bill
EU National ID card	Cards carrying PASS accreditation logo
Letter from Headteacher or Principal	
A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK & Channel Islands), eg from the Department for Work and Pensions, the Employment Service, HMRC, Job Centre, Social Security, etc.	
ID validation must be attempted in order. If you are unable to validate via Route 1, move to Route 2, if unable to validate Route 2, move to Route 3.	

Failure to meet any of the above routes may mean that you will be sent for fingerprinting by the Police which you should be aware is likely to cause delay to the DBS application process and subsequently the recruitment process.

**Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.**

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

#### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.