



PENNINE TRUST

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Headteacher

Lord Street Primary School

Application Pack

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Welcome Letter

Dear Applicant

I am delighted you have expressed an interest in the post of Headteacher at Lord Street Primary School. This vacancy has arisen due to the planned retirement of our current Headteacher, Duncan Hetherington, who has led the school for 8 years, overseeing significant change and taking a leading role in the creation of the Pennine Trust.

The Pennine Trust

The Pennine Trust is a relatively new, vibrant, cross phase multi-academy trust which has been jointly established by three primary schools and one secondary school. The Trust has evolved from the successful collaboration between four schools with shared family values. The core values which embody the ethos of the schools are:

Innovation: Visionary leadership prepared to take radical decisions to bring about long-term, sustained improvement

Inspiration: A culture of risk taking founded on cutting edge research creates a dynamic learning environment in which all young people excel.

Inclusion: Unfailingly reassure young people, staff, parents and the wider community that by working together there are no barriers to success that we cannot overcome.

Trust leaders are determined to improve the life chances of all the young people in their care. The mission is to develop them with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. The emphasis is on the total development of each person and an unswerving determination that no one in any of the schools will be left behind.

The Pennine Trust is committed to using and participating in educational research to develop a community of reflective practitioners as a driver for school improvement. The Pennine Teaching Alliance supports continuous professional development, retention and recruitment across the Trust.

The School

Lord Street is one of the founding members of the Pennine Trust. It is situated in the heart of Colne and has a strong sense of community. The school's family ethos provides a nurturing environment, enabling children of all abilities to flourish. Pupils are proud of their school, enjoy their experiences and their behaviour and attitude to learning are very positive. Staff are dedicated and positive. There is a strong sense of purpose and a commitment to the children, including a desire for continual improvement of provision.

In the most recent Ofsted inspection (2014), Lord Street was graded good in all areas. Having become an academy in 2018, the new school is technically awaiting its first inspection.

In recent years, extensive building work has resulted in significant improvements to the learning environment in the main school building, where key stage 2 provision is delivered. There is further scope for the new Headteacher to work with Trust leaders to enhance the accommodation for EYFS pupils and outdoor play facilities. An exciting recent development has been the creation of a Forest School close to the main school site. This is really appreciated by pupils and there is considerable potential for further development.

The Trust is at an exciting stage of its development, with strong central systems and structures, sound finances and a number of opportunities for growth. The geographical proximity of all current member schools means genuine collaboration is easily achievable. The Headteacher at Lord Street can expect strong support from the CEO and the Headteachers within our Trust, as well as from Lisa Finnegan, who has been seconded from Aspire Educational Trust, to support the development of teaching and the curriculum. The postholder can also expect to play a leading role in shaping the future development of the Pennine Trust and wider school improvement.

This is an opportunity to join a school and a trust at important stages of their development. It is a chance to work with passionate practitioners with a track record of success, who are committed to high levels of support, but who welcome initiative and innovation in individual school leaders. We would be very happy to discuss any aspect of the role with you and answer your questions. Details of how to contact us are given towards the end of this application pack.

We look forward to hearing from you.

John Tarbox
CEO of the Pennine Trust

Angela Denton
Chair of Lord Street Local Governing Body



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Dear Future Head Teacher

We are writing on behalf of the School Council to tell you what we would like our new head teacher to be like.

We want our new Head Teacher to be someone we can trust and who will keep all of us safe. They will need to be caring and kind. We want them to treat all the students, the staff team and parents with respect. A Head Teacher who listens to us and treats us fairly is very important to us. They will need lots of energy and not be afraid of hard work.

The School Council expect our new Head Teacher to help us to be the best we can be. They will need to know all of us and welcome us to school. We want them to make sure we behave well and learn well because teaching is good and lessons exciting, something to look forward to! Our head will have a good sense of humour and their jokes need to be pretty good. They will need to be clever with a background in learning and be able to talk well to all of us.

If you can give us all of this you will get the exact same back from us. Our school is a wonderful place, it feels welcoming and warm. The school feels like a family and we want you to keep this feeling. It's an old building, but we love it, especially the forest school.

We want an amazing Head Teacher, if you are offering the skills we want then we would love to hear from you.

Yours faithfully

The School Council



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Key Purpose

This job description reflects the Headteachers' Standards (2020). The teachers' standards, including the personal and professional code of conduct which applies to teachers, provide a foundation upon which the standards for Headteachers are built.

The appointment is subject to the current conditions of employment of Headteachers, contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation, including that of the Department for Education in carrying out his/her duties. The Headteacher is accountable to the CEO of the Trust and the Local Governing Body of the school. The Headteacher has responsibilities as defined in the Scheme of Delegation for the Pennine Trust. The Scheme of Delegation can be accessed at the following link:

<https://www.penninetrust.org/attachments/download.asp?file=60&type=pdf>

The Core Purpose of the Headteacher

The core purpose of the Headteacher is to provide professional leadership and management for the school. This will promote a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success the Headteacher must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Headteacher should establish a culture that promotes excellence, equality and high expectations of all pupils.

The Headteacher is the leading professional in the school, providing vision, leadership and direction for the school and ensuring it is managed and organised to meet its aims and targets. The Headteacher, working with others, is responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring equality of opportunity for all; developing systems and practices; ensuring resources are used efficiently and effectively and for the day-to-day management of the school.

The Headteacher, working with others and in the context of the Pennine Trust, secures the commitment of the wider community to the school by developing and maintaining effective partnerships. Through such partnerships and other activities, the Headteacher will play a key role in contributing to the development of the education system as a whole and collaborate with others to raise standards.

Drawing on the support provided by members of the school and trust community, the Headteacher is responsible for creating a productive learning environment which is engaging and fulfilling for all pupils.



Job Description

School culture

- establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- create a culture where pupils experience a positive and enriching school life
- uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- ensure a culture of high staff professionalism

Teaching

- establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensure effective use is made of formative assessment

Curriculum and assessment

- ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care
- prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Working in partnership

- forge constructive relationships beyond the school, working in partnership with parents, carers and the local community
- commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support
- establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

Governance and accountability

- understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility
- establish and sustain professional working relationship with those responsible for governance
- ensure that staff know and understand their professional responsibilities and are held to account
- ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties



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Person Specification

Selection Criteria		Essential (E) Desirable (D)
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status (QTS). • Evidence of further personal study or professional development. • A relevant leadership qualification. • An enhanced DBS and barred list check. • Have a degree in a relevant subject area. 	E D D E E
Experience	<ul style="list-style-type: none"> • Substantial experience in a senior leadership role, e.g. as a Headteacher or deputy or assistant Headteacher. • Evidence of leading and managing curriculum design and implementation • Evidence of successful implementation of strategies to improve teaching and learning to raise the standards of achievement for all pupils. • Evidence of effective teaching, assessment and target setting. • Working in collaboration with professionals in other schools and contexts. For example as an SLE 	E E E D
Knowledge & Understanding	<ul style="list-style-type: none"> • Develop and implement strategies for school improvement, including data analysis, target setting and strategies for improving the quality of teaching and learning for pupils. • Monitor performance management and manage effective professional development. • Manage pupils' behaviour and attitudes to learning. • Work in partnership with other schools and agencies in order to meet pupils' needs. • Engage parents in their children's learning and the work of the school. 	E E E E E
Personal Effectiveness	<ul style="list-style-type: none"> • Resilient and robust whilst also showing compassion in dealing with people and issues and is calm under pressure. • Prioritise and manage time appropriately, with the ability to work under pressure and to deadlines. • Achieve challenging professional goals. • Take full responsibility for their own professional development. • Able to demonstrate sound judgement and able to prioritise issues/risks effectively. • Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas. • Visible and approachable, empathetic and enjoys engaging with children, staff, parents and the wider community. 	E E E E E E E

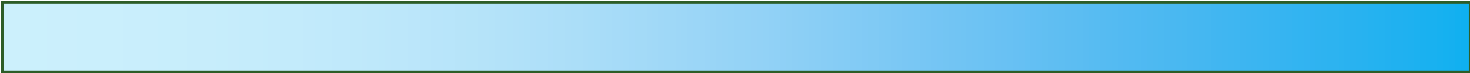


Selection Criteria		Essential (E) Desirable (D)
Personal Qualities	<ul style="list-style-type: none">• An excellent attendance and punctuality record.• The ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals.• The ability to develop and maintain positive relationships with colleagues and other members of the school community.• The ability to manage and resolve conflict.• Excellent time management skills and organisation.• A commitment to promoting equality of opportunity.• High expectations of self and professional standards.	<div>E</div> <div>E</div> <div>E</div> <div>E</div> <div>E</div> <div>E</div> <div>E</div>



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How to Apply

If you do decide to apply, and I do hope you will, I would be grateful if you would complete and return the application form, together with a letter of application, addressed to the CEO of the Pennine Trust. The letter should be no more than 3 sides of A4 in font Calibri (size 12).

In your letter of application please include:

- How your skills and experiences have prepared you for this post.
- Concise information about the contribution you have made to your current school/academy to date and an assessment of the impact of your work on raising standards.
- How you would provide effective leadership and management at Lord Street.
- How you would contribute to the wider development of the Pennine Trust.

Closing date for applications is noon on Monday 19 April 2021

Interviews will take place over two days week commencing Monday 26 April 2021

For an informal conversation about the role or to arrange a visit please contact Miss K Dobney at **kdobney@penninetrust.org** or 01282 508624 ext 102.

Please note we accept electronic applications at **applications@penninetrust.org**

An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

If you are called for interview, you will be asked to sign a paper copy of your application to ensure the declaration requirements are complete.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2015.



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