



Deputy Headteacher Oatlands Junior School Supporting Information



Our School

Oatlands Junior School is a large, two and a half form entry, busy but friendly school, with lots going on. We provide a creative and inspiring environment for learning where children are empowered to be the best that they can be. Our school values are at the very heart of classroom life.

Our School Aims

Welcome to our World of Learning: We are Oatlands Juniors, we're amazing!

- We're friendly, kind and caring.
- We're tolerant and respect one another.
- We're enthusiastic and positive.
- We love to learn!
- We imagine and create.
- We try new things and learn from our mistakes.
- We work together and help each other.
- We're determined and always do our best.



At Oatlands, incidents of misbehaviour are rare and teachers can get on and teach, within a well ordered environment where excellent relationships between staff and children are the norm. The school uniform is worn proudly by all children and staff are expected to match this by modelling high standards of appearance and professional behaviour.

This does not mean that working at Oatlands is not challenging however, we do strive to be the very best at what we do. All potential colleagues will need to be able to cope in a high performing environment where expectations are always high and second best is simply not good enough.

High performing does not mean exclusive however and we are very proud of the achievements of all our children.

We are a member of the "Red Kite Teaching School Alliance" which includes sixteen secondary schools, three all-through schools, a special school and twenty-eight primaries. The University of Leeds is also a strategic partner, supporting our initial teacher training provision. As such this gives opportunities for our staff to access outstanding professional learning. More information on the Alliance is provided in **Appendix 2**.

About the Red Kite Learning Trust

The Red Kite Learning Trust was founded to provide a supportive structure for schools working in partnership to help ensure all their young people can achieve success.



The Trust was formed in 2015 by three founding schools: Oatlands Junior School; Western Primary School and Harrogate Grammar School; whose aim is to work together to ensure Excellence for All. We strive to ensure every child has the very best education possible but we allow each of our schools to develop as unique and special places that reflect their own communities needs. Although we share systems and solutions there is still plenty of room for each school to have its own special character determined by the Headteacher working with their own Local Governing Body (LGB). The Scheme of Delegation is shared in **Appendix 1** of this pack to detail this further.

As a member of the supportive learning community of the Red Kite Alliance, we had worked successfully in close partnership with Harrogate Grammar School and a number of local primary schools for a number of years. The next natural step in this process was the formation of a Multi Academy Trust (MAT).

As a founder school, we have had an input into the terms of the relationship. Therefore, entering into a MAT with the school partners we chose, was the best way to protect the autonomy of Western and our children's educational opportunities.

Academisation as part of the RKL T, has allowed greater freedom and flexibility to work with the most effective partners to support our children and staff as we continue to grow and develop. Becoming an academy has not been about changing everything but about asking, 'what can we do even better together to get the best for our children?'

Our primary focus is on providing the highest possible quality education for all our students in this ever changing world of education."

Cheryl Smith, Headteacher, Western Primary School: “

Rossett Acre Primary School joined the Trust on 1st November 2016. We are delighted to have subsequently welcomed Crawshaw Academy and Coppice Valley Primary School who have joined the Trust during 2017.

We are seeing the benefits for young people by working more closely together and have welcomed the insight and expertise that both our primary and secondary colleagues have provided. We look forward to the Trust developing further over the years, allowing extended collaborative working across all of our schools, and providing even better provision for our young people. Being part of this Multi-Academy Trust provides additional security and opportunities for our staff; in particular, the opportunities to share the specialist skills and knowledge with colleagues across both primary and secondary phases.

The success of our school is dependent on the quality, talent and commitment of our staff, which is why we want to make sure we recruit the right people who can share our aims and vision.

Message from the Chair of Governors

This is an exciting time to join our school in a key leadership role as Deputy Headteacher, supported by a loyal and able staff team.

Our school is very ambitious and committed to a path of continuous improvement. We are seeking a Deputy Headteacher who embraces change, can lead by example and will inspire all members of staff and the whole school community

We look to foster an inclusive, positive ethos that welcomes and encourages involvement and active contribution from all levels. The successful applicant can look forward to supporting the Headteacher in leading a school full of confident, talented, wonderful children

and having the dedicated support of the staff, parents, Governors and wider community of the Red Kite Learning Trust, to take the school forward and be recognised as "outstanding".

Staffing

The team is currently made up of around 26 staff; 16 of whom are Teachers which normally includes the role of Deputy Headteacher in this headcount. The Deputy Headteacher is supported by an Assistant Head and a wider Senior Leadership Team of TLR holders.

The very able and experienced administration team of 3, ensure the smooth running of all aspects of administration/operational areas. A Business Manager, employed part time, also provides strategic support, to provide financial information for the Headteacher as well as identifying and securing funding; procurement; contract and project management. We also benefit from specialist Music and PE teaching from our Trust colleagues every week.

All the staff at Oatlands are totally committed to work in the best interests of the children, with a genuine desire to strive for Excellence for All. This is a fantastic team, who are a pleasure to work with; friendly, respectful and supportive.

Further information

For further information about our school, the Red Kite Learning Trust, or the wider Red Kite Alliance and our schools, please see the Appendices within this pack and visit the following websites:

<http://www.oatlands-jun.n-yorks.sch.uk/>

<http://www.rklt.co.uk/>

<http://www.redkitealliance.co.uk/>

The Post Specification on the following pages describes the expectations for the role:



Oatlands Junior School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Post Title: Deputy Headteacher

Salary Grade: L6 – L10

Responsible to: Headteacher

Responsible for: Leadership, management and monitoring of work of staff in defined areas of responsibility. Deployment of staff (where relevant).

General Description:

To support the Headteacher in the effective management of the school and to take the lead in agreed key areas.

To promote effective learning, high levels of achievement, attainment and educational, social and personal progress of all pupils consistent with the aims of the school and the unique needs of each individual

To deputise and manage the school effectively for the Headteacher when absent.

To work towards the National Standards for Headteachers as well as meet the Professional Standards for Teachers at Post Threshold and Core level, making a sustained and substantial contribution to the school.

Special Conditions of Service: No smoking policy, including e-cigarettes.

This post is likely to be a non-class based role, with teaching responsibilities during all morning sessions. This is subject to change in future years.

To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the current conditions of employment for Deputy Head teachers. Please note: Part 7 'Contractual Framework for Teachers', paragraph 53 'Specified Working Hours'

1	Key Responsibilities – Deputy Head
	Strategic Development of the School In consultation with, and under the direction of the Headteacher to:
1.1	Make a major contribution to and support the ethos, vision, policies, organisation and aspirations of the school promoting high levels of achievement
1.2	Contribute to the creation and development of the school development plan taking responsibility for delegated aspects of it

1.3	Support the Headteacher in the school self-evaluation process monitoring the quality of learning, teaching and children's achievements including the analysis of data
1.4	Ensure effective communications with parents regarding school policies, pupil's attainment and curriculum matters
1.5	Support the Headteacher in developing links with parents, other schools and the wider community in order to enhance learning and teaching and pupils' personal development
	Teaching and Learning
1.6	Provide a professional model clearly demonstrating high quality, effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline
1.7	Have a working understanding of how to develop a broad and balanced curriculum, including use of technology for effective teaching, learning and assessment.
1.8	Manage the transition of pupils between phases and year groups liaising with relevant schools and colleagues
1.9	Oversee the management of good conduct and behaviour systems for pupils; Play a leading role in pupil care and welfare, and health and safety
	Leading and Managing Staff
1.10	Liaise with other leaders in school to ensure a co-ordinated and planned approach that ensures coverage, continuity and progression
1.11	Manage and organise staff in defined areas including quality and performance management
1.12	Lead groups in developmental activities, delegate appropriately, evaluate and report on outcomes
1.13	Manage the reporting and record keeping systems and plan reviews as appropriate
1.14	Oversee the induction and management of newly qualified teachers, students and work experience students.
	Effective Deployment of Staff and Resources
1.15	Support the Headteacher in the efficient and effective deployment and development of staff to make the most effective use of their skills, expertise, and experience and ensure that all staff have a clear understanding of their roles and responsibilities
1.16	Develop positive working relationships with and between all staff and provide and sustain motivation
1.17	Support the Headteacher in the management and organisation of relevant groupings of pupils to ensure effective teaching and learning takes place and that children's personal development needs are met
	Accountability
1.18	Support the Headteacher and take on specific tasks to ensure the smooth running of day to day routines in the school
1.19	Provide information and advice to the Headteacher and Governing Body;
1.20	Liaise with outside agencies as appropriate.

2	Key Responsibilities – Senior Leadership Team
2.1	Lead by example and to express continually the school vision, values, aims and priorities of the school
2.2	Lead and manage raising standards and pupil progress throughout the school;
2.3	Prepare rotas and timetables for playground duties, meetings, room use and special events;
2.4	Manage the programme of risk assessments relating to Educational Visits;
2.5	Organise house events throughout the school
2.6	Contribute to management decisions on all aspects of policy, strategy, development and organisation
2.7	Be instrumental in supporting all staff through change;
2.8	Evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning
2.9	Take a leading role in Performance Management of staff
2.10	Maintain and develop effective relationships with all stakeholders, including parents, governors, local authority and other bodies outside the school
2.11	Share responsibility for the day to day management of the school
2.12	Attend leadership team meetings as required and to report to staff and governors as necessary
	Key Responsibilities – Pupil Progress
3.1	Have particular responsibility for providing guidance and support on all matters related to assessment and pupil progress;
3.2	Agree, monitor and evaluate pupil progress targets
3.3	Coordinate and maintain pupil tracking data and assessment procedures throughout school
3.4	Liaise with all staff of the school to ensure that the concept of assessment and pupil progress is embedded within the practice of the school;
3.5	Identify pupils who are below/above appropriate targets and develop intervention strategies
3.6	Produce relevant data in appropriate forms to inform all staff, management, governors and parents;
3.7	Provide training to staff on all matters relating to assessment and pupil progress
3.8	Co-ordinate the production and review of school policy and guidelines on assessment and pupil progress
3.9	Contribute to the formulation, monitoring and review of the school development plan on assessment related priorities

	Key Responsibilities – Year Leader
4.1	Lead and manage a year group team including quality management, evaluation and performance management
4.2	Organise supply cover for School staff unable to attend due to sickness
4.3	Liaise with other Year Leaders with regard to the management of the team within the context of the whole school team
4.4	Play a leading role in pupil care and welfare, and health and safety;
4.5	Organise and conduct KS2 tests
4.6	Have an overview of school curriculum planning to ensure continuity, progression and breadth
4.7	Produce and evaluate overall assessment data for year group
4.8	Ensure that medium term and short term planning is in line with requirements;
4.9	Scrutinise planning and work to ensure consistency, progress and standards.
	Key Responsibilities – Subject Leader
5.1	Establish and lead the strategic development of the responsibility area consistent with the agreed aims and policies of the school;
5.2	Secure and sustain effective learning for pupils through leading the well-planned and effectively organised teaching within the responsibility area, including the professional development of staff
5.3	Lead, manage and support staff and pupils within the responsibility area to sustain motivation and commitment to high standards of learning and care
5.4	Plan and be accountable for the effective deployment of allocated resources to secure high quality learning experiences
5.5	Advise the Headteacher and governors of suitable developments for the effective teaching in or management of the responsibility area
5.6	Report to the Headteacher in accordance with school procedures
	Key Responsibilities - Teacher
6.1	Develop and maintain an up-to-date knowledge and understanding of the areas of teaching and pupil support for which post-holder is responsible
6.2	Plan work to meet the learning needs of allocated pupils in a consistent and effective way
6.3	Use appropriate teaching and classroom management strategies to motivate pupils and enable each to progress
6.4	Monitor the progress of pupils for whom the post holder is responsible to set expectations and give constructive feedback
6.5	Maintain appropriate records to demonstrate progress made by pupils
6.6	Participate fully in professional development activities to develop practice further, sharing the learning from these as appropriate

6.7	Make an active contribution to the policies and aspirations of the school
6.8	Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with
6.9	Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
6.10	Ensure services are delivered in accordance with the aims of the Equality Policy Statement
6.11	Develop own and team member's understanding of equality issues
6.12	To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers
6.13	To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the current conditions of employment for Deputy Head teachers. Please note: Part 7 'Contractual Framework for Teachers', paragraph 53 'Specified Working Hours'
6.14	Fulfil all of the responsibilities and duties required by the School's policies on teaching and learning
6.15	Achieve any performance criteria or targets arising from the School's Performance Management arrangements
6.16	Report to the Headteacher in accordance with school procedures.

Person Specification : E Essential, D Desirable

7	Experience/Aptitudes	
7.1	Successful experience of excellent class teaching	E
7.2	Experience of using ICT in teaching	E
7.3	Evidence of co-ordinating a major subject/role in school	E
7.4	Member of SLT	E
7.5	Meeting needs of all children / raising standards	E
7.6	Experience of working throughout the primary age range	E
7.7	Leadership initiative	E
8	Qualifications/Training	
8.1	Qualified teacher status	E
8.2	Commitment to continuing personal and professional development	E
8.3	Willingness to undertake NPQH training	D

9	Knowledge/Skills	
9.1	A commitment to Inclusion for all.	E
9.2	The theory and practice of providing effectively for the individual needs of all children	E
9.3	Experience of monitoring and reviewing curriculum coverage	E
9.4	Comprehensive knowledge of the new National Curriculum and strategies	E
9.5	Experience of training and supporting staff to raise standards	E
9.6	Experience of contributing to school improvement planning	E
9.7	Experience of working with and engaging parents, external agencies and wider community	E
9.8	Monitoring, assessment, recording and reporting of pupils' progress	E
9.9	The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection	E
9.10	Effective teaching and learning styles that challenges and inspires	E
9.11	Assessment for Learning strategies	E
9.12	Understanding the principles of a positive behaviour management policy	E
9.13	Target setting experience	E
9.14	Good levels of ICT	E
9.15	Experience of Ofsted	D
9.16	Experience of line management and appraisal of other staff	D
9.17	Child Protection/Safeguarding Lead/	E
9.18	Experience of leading/supporting children in receipt of Pupil Premium	D
10	Characteristics	
10.1	Excellent classroom practitioner with high expectations	E
10.2	Sound philosophy – a belief in inclusion and education for all	E
10.3	Strong written, oral and communication skills	E
10.4	Ability to provide a well organised and stimulating classroom environment	E
10.5	Ability to lead and work as part of a team	E
10.6	Ability to develop relationships and communicate effectively with colleagues, children and parents	E
10.7	Confidentiality, commitment and loyalty	E
10.8	Flexibility and a positive outlook	E
10.9	Demonstrates a concern for the pastoral welfare of everyone in school	E
10.10	Make an additional contribution to wider school activities	E
10.11	Willingness to attend meetings in and out of school hours	E
10.12	Ability to inspire others	E
10.13	Calm and caring	E

10.14	Committed to safeguarding	E
10.15	Show initiative	E
10.16	Sense of humour	E
11	Safeguarding and Promoting the Welfare of Pupils	
11.1	Has appropriate motivation to work with pupils.	E
11.2	Ability to maintain appropriate relationships and personal boundaries with pupils.	E
11.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

This job description may be amended at any time following discussion between the Headteacher and Deputy Headteacher and will be reviewed annually.

This is in addition to the requirements of a class teacher (if teaching) and agreed areas of responsibility.

SIGNED POST HOLDER

SIGNED HEADTEACHER

Staff Benefits: Pay & Reward

Teachers Pay Scales & Portability of Pay

The Trust, at September 2017, applied the highest level of increase available to our Teaching Staff under the national pay recommendation.

One of the flexibilities of being a Multi Academy Trust, means that we have been able to consider and adopt these preferential terms for our staff, but still working within the framework of the School Teachers' Pay & Conditions Document. The Trust applied: to Main Scale Pay Points (M1 through to M6) a **2% increase**; and to the Upper Pay Scale, TLRs, and Leadership points a **1% increase**.

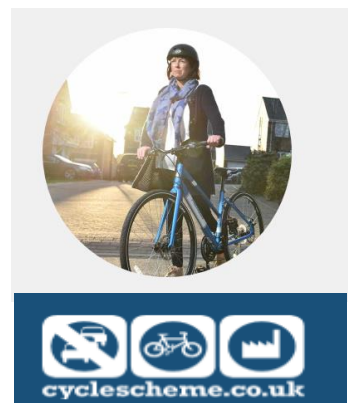
We offer a comprehensive range of reward package options to our new staff to facilitate your transfer to our school. Whether you are an NQT just starting your teaching career, or an experienced teacher seeking to further develop within a highly skilled team offering leadership potential, our school as part of the Trust can offer you a range of superb opportunities.

Please discuss with us the options available, including provision for relocation support via up front salary payment, and consideration for portability of pay with our HR Team.

Reward Package & Additional Benefits

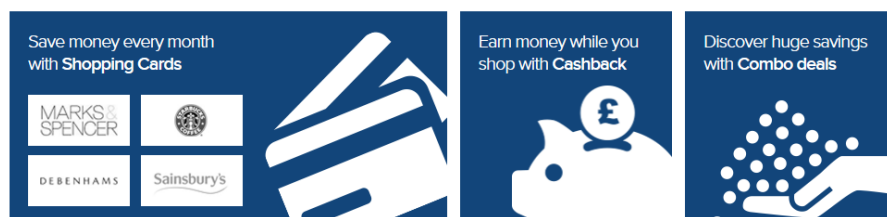
We offer a comprehensive package of reward including our 'Employee Benefits Programme' which provides a range of options including Salary Sacrifice for Childcare Vouchers and our Cycle to Work scheme, allowing staff to:

- Benefit from huge savings on the cost of a new bike and/or safety equipment
- Spread the cost over a year and save on Income Tax and National Insurance contributions
- Choose from over 500 brands from over 2000 partner stores across the UK



Many more benefits are available, from an online rewards portal, in areas such as:

- Shopping
- Family
- Automotive
- Financial & Professional
- Gifts
- Home & Garden
- Sport, Health & Beauty
- Travel



The Trust is focussed on further enhancing the Reward offer for all our staff and we hope to deliver additional benefits during 2018 aligned to the suggestions from our whole staff team.



Oatlands Junior School and The Red Kite Learning Trust is about more than just academic success, it is about giving children and young people opportunities to develop as well-rounded citizens able to take on and contribute to the world. We hope that all new colleagues will be able to help achieve this for all our children and young people. In return we can provide a fantastic place to work and learn and a vast range of opportunities to extend your experience and expertise. If this sounds like a place that you would enjoy leading and working in, we hope you will apply and come and see for yourself what is on offer.

How to Apply

We hope that after considering all the information provided you will decide to make an application. As part of this, we would like you to submit a covering letter – please complete your personal statement within the section “**Cover Letter**” of our online application form.

To access our on-line application form via the Red Kite Learning Trust, please visit: www.rklt.co.uk/vacancies/

A reminder the **closing date is 12 Noon Monday 23rd April 2018**. Interviews are expected to be held week commencing 30th April 2018 and be arranged over 2 days, for your advance planning.

Shortlisted candidates will be contacted shortly after the closing date. Whatever the outcome of your application, we thank you for the interest you have shown in our school and we wish you well for your future career.

For further supporting information please see the following documents and Appendices below;

- Red Kite Recruitment Process Guidelines
- Red Kite Ex-offenders Policy



Recruitment Process Guidelines



Oatlands Junior School, as part of the Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

APPLICATION FORM (On-Line process)

Your application form plays an important part in your selection - it is the only basis for considering your initial suitability for the post. Please read the instructions on the online application form carefully before completing it. You must complete all parts of the form.

Candidates are encouraged to complete the On-Line form.

Application Form (Word Document)

If you would prefer to complete a paper application form, this can be provided by the Red Kite Learning Trust HR team upon request, please email: recruitment@harrogategrammar.co.uk

For all formats of application: Look carefully at the post specification. This outlines the duties of the post and the minimum knowledge, skills and experience we require. You should show clearly in your application how your knowledge, skills and experience are relevant to the requirements of the post.

Rather than simply repeating your career history, look at the skills and experience required by the job and provide evidence that you possess them, preferably by giving specific examples.

Relevant skills may have been gained other than through paid employment, so consider also any private, social, leisure, voluntary and domestic responsibilities you have where relevant skills have been developed.

Please check the closing date and allow time to submit your application through the school website. 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

DISABLED APPLICANTS

If you are a disabled person and may not be able to meet some of the job requirements because of your disability, please specify this in your application. If you meet all other criteria, you will be short-listed and we will discuss with you if there are ways in which the post can be modified to meet your needs.

EQUAL OPPORTUNITY EMPLOYER

Red Kite Learning Trust is an equal opportunity employer committed to the elimination of discrimination throughout its employment practices. Selection criteria procedures will be reviewed frequently to ensure that individuals are selected and treated on the basis of their merits and abilities. All information is treated in confidence and personal information submitted as part of the Equal Opportunities questions will not form part of your application; the shortlisting panel do not have access to this information.

REHABILITATION OF OFFENDERS

The post you are applying for requires you to have a Disclosure & Barring Service check and you will be required to disclose full details of your criminal history prior to your interview. Having a criminal record is not necessarily a bar to obtaining a post. This information may be discussed with you at your interview in order to assess job related risks, but we emphasise that your application will be considered on merit and ability and you will not be discriminated against unfairly. Failure to disclose this information will result in any offer of employment being withdrawn.

A DBS check will be carried out for successful applicants – this check for disclosure of criminal history will include spent convictions, pending prosecutions/current court proceeding and police enquiries. In the event of employment, any failure to disclose such convictions will normally result in dismissal by the Trust. Any information given will be completely confidential and will be considered only in relation to this application.

We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.

CANVASSING

You must not try to influence any current employee or member of the school governing body or Trust, to act in your favour as this will disqualify you. If you are related to a current employee, Governor or Trust member, you must indicate this in the relevant section of the application form.

REQUIREMENTS FOR REFERENCES

At least one of the references should be your current employer. If you are not currently working with children, but have previously done so, then you must include a referee from the last post where you worked with children. If you have not been in recent paid employment, referees should be appropriately qualified to provide confirmation of your suitability for employment. Referees will normally be contacted before interview where possible. You should be aware that your referees will be asked if, in relation to you, they are aware of any Child Protection allegations or issues of a similar nature.

SHORT-LISTING & INTERVIEWS

Applicants who meet the requirements will normally be short-listed for interview, however, places for interview will need to be limited to a manageable number. In addition, the school may conduct tests and/or written exercises in appropriate circumstances and you may be asked to undertake such exercises as part of the selection process.

At the interview, the panel will ask questions which are intended to allow you to expand on your application and to demonstrate how you meet the requirements of the post. This is also your opportunity to ask questions relating to the job. You will also be asked for your views on the importance of safeguarding children and provide evidence of your suitability to work with young people through your responses to interview questions.

SALARY SCALES & INCREMENTS

Administrative, Professional, Technical & Clerical (APT & C) Grades relating to Operational Staff – Progression on the salary scale is by annual increment until the maximum within the grade is reached, subject to at least 6 months service in the grade and a satisfactory performance review and levels of attendance by that date.

Teachers – The terms of the relevant year's Pay and Conditions Document will apply.

PRE-APPOINTMENT CHECKS

Permission to Work in the UK

Please note that we can only consider applications from EU citizens and those holding valid UK visas.

At Interview - Under the Asylum and Immigration Act 1996 the school must ensure that you have permission to work in the United Kingdom. No offer of employment can be made without verification of proof of identity. You will need to submit one of the original documents included in List 1 below, or two original documents specified in List 2 below:

List 1

- A passport showing that the holder is a British citizen, or has a right of abode in the United Kingdom
- A document showing that the holder is a national of a European Economic Area country or Switzerland. This must be a national passport or identity card.
- A resident permit issued by the Home Office to a national from a European Economic Area country or Switzerland.
- A passport or other travel document endorsed to show that the holder can stay indefinitely in the United Kingdom or has no time limit on their stay.

- A passport or other travel document endorsed to show that the holder can stay in the United Kingdom; and that this endorsement allows the holder to do the type of work you are offering if they do not have a work permit.
- An Application Registration Card issued by the Home Office to an asylum seeker stating that the holder is permitted to take employment.

List 2

- First Combination of two documents
 - o A document giving the person's permanent National Insurance Number and name. This could be a P45, P60, National Insurance card, or a letter from a Government agency.
 Plus one of the following documents
 - o A full birth certificate issued in the United Kingdom, which includes the names of the holder's parents; OR
 - o A birth certificate issued in the Channel Islands, the Isle of Man or Ireland; OR
 - o A certificate of registration or naturalisation stating that the holder is a British citizen; OR
 - o A letter issued by the Home Office to the holder which indicates that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - o An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay indefinitely in the United Kingdom, or has no time limit on their stay; OR
 - o A letter issued by the Home Office to the holder which indicates that the person named in it can stay in the United Kingdom, and this allows them to do the type of work that you are offering; OR
 - o An Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the person named in it can stay in the United Kingdom, **and** this allows them to do the type of work that you are offering.
- Second Combination of two documents
 - o A work permit or other approval to take employment that has been issued by Work Permits UK
 Plus one of the following documents
 - o A passport or other travel document endorsed to show that the holder is able to stay in the United Kingdom and can take the work permit employment in question; OR
 - o A letter issued by the Home Office confirming that the person named in it is able to stay in the United Kingdom and can take the work permit employment in question.

Qualifications

At Interview - Evidence of qualifications relevant to the post and proof of Qualified Teacher Status (if applicable) will also be required. We can only accept original certificates. If you cannot produce original documents or certified copies, written confirmation of your relevant qualifications must be obtained from the awarding body.

Proof of Identity

At Interview - In accordance with *Keeping Children Safe in Education*, we must see proof of your identity and evidence your name, date of birth, address and see some form of photographic identity.

At Appointment - In accordance with Safer Recruitment guidelines designed to protect young people, we will check your suitability to work with children. You will need to undertake an Enhanced Disclosure via the Disclosing and Barring Service (DBS), involving completing an electronic application for this purpose and provide original supporting documents. A copy of the DBS Code of Practice can be made available on request.

Medical Clearance

At Appointment - Verification of your medical fitness is required and again you will be asked to complete a form. You will not be able to start work, for insurance purposes, until medical clearance has been received.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.

Policy Statement on the Recruitment of Ex-Offenders



Oatlands Junior School as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

- As an organisation using the Disclosure & Barring Service (DBS) to assess applicants' suitability for positions of trust, Red Kite Learning Trust complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. They undertake not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- Red Kite Learning Trust is committed to the fair treatment of their staff, potential staff or users of their services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- We actively promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is provided through our E-Application Form, which is viewed by a designated person within the Red Kite Learning Trust; we guarantee that this information is only seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows Red Kite Learning Trust to ask questions about your entire criminal record we only ask about the "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in Red Kite Learning Trust who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, eg the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to the withdrawal of an offer of employment.
- We make every subject of a Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- Having a criminal record will not necessarily bar you from working with us; this will depend on the nature of the position, the circumstances and background of your offence/s.

(Source www.disclosures.gov.uk)



SCHEME OF GOVERNANCE AND DELEGATION

Appendix 1

INTRODUCTION

The table included below ("**Matrix**") more particularly describes the delegation of powers and responsibilities by the Trustees to the Local Governing Body referred to elsewhere in this Scheme of Governance and Delegation.

The ultimate responsibility for each power/responsibility is indicated with an 'X' in the appropriate cell. An '*' requires that the person responsible shall consult with the corresponding Decision Level.

Where a cell is shaded out, the function cannot be sensibly be carried out at this level. Although a power and/or responsibility may be delegated, it is the Trust that remains responsible for the exercise of that power and/or responsibility.

The Matrix will be reviewed annually. The Academy and the Local Governing Body shall also be kept continually under review by the Trustees. The Trustees shall therefore be entitled to adjust the Matrix as appropriate between each annual review where such continual review reveals matters which merit adjustment to achieve the effective operation of the Academy. The Chief Executive Officer and the Trustees will use their shared knowledge of the academies operated by the Trust to work proactively to ensure that the Schemes of Governance and Delegation is reactive to the needs of the Academy at any given stage. Schools will normally operate within the SoD shown within the columns on the left, "Strong Academy decision level", and will only be moved to the right if there are serious concerns or where, "Academy requires support

Where the Academy is assessed as being 'at risk' by the Standards and Effectiveness Committee of the Trust, the Matrix will also be adjusted by the Trustees to the circumstances of the Academies. This could, in a situation where the education and welfare of young people is seriously jeopardised and/or weak governance is identified as a barrier to the Academy's improvement, involve the Scheme of Governance and Delegation and LGB being removed on a temporary basis. In these circumstances, an interim executive board ("**IEB**") will be formed by the Trustees to support the Academy. The IEB constituted by the Trustees from key personnel drawn from the Trustees and the local governing bodies of other academies operated by the Trust.

KEY

Decision Level 1: Red Kite Learning Trust

Decision Level 2: Local Governing Body

Decision Level 3: Headteacher/SLT

			Strong Academy Decision Level			Academy requires support Decision Level		
Key Function	No	Tasks	1	2	3	1	2	3
Budgets	1	Establish a central budget for corporate services	X	*		X	*	
	2	Approve the consolidated Trust budget plan for the financial year	X			X		
	3	Approve the formal Academy budget plan for the financial year	X	*		X	*	
	4	Monitor Trust expenditure	X			X		
	5	Monitor Academy expenditure	*	X		X		
	6	Approve the Financial Policies & Procedures	X	*		X		
	7	Carry out financial processes in line with the Finance Policies			X			X
	8	Appoint an audit committee	X			X		
Staffing	9	Headteacher appointments (selection panel)	X	*		X	*	
	10	Senior leader appointments (selection panel)	*	X	*	X	*	
	11	Appoint other teachers		*	X	*	*	X
	12	Appoint non-teaching staff		*	X	*	*	X
	13	Agree HR policies including pay policy	X	*		X		
	14	Establish disciplinary/capability procedures	X	*		X		
	15	Dismissal of headteacher	X	*		X		
	16	Dismissal of other staff	*	X		X		
	17	Suspension of head	X	*		X	*	

	18	Suspension of other staff		*	X	X		*
	19	Ending suspension (head)	X	*		X	*	
	20	Ending suspension (except head)		*	X		X	
	21	Determine staff complement	*	X	*	X		
	22	Determine severance/compensation payments (excluding Headteacher) **	X	*	*	X		
Curriculum	23	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)			X			X
	24	Establish and implement a curriculum policy	*	*	X	X	*	*
	25	Agree or reject and monitor curriculum policy	*	X		*	X	
	26	Responsibility for standards of education at MAT level	X			X		
	27	Responsibility for standards of teaching at individual Academy level		X	X	X		X
	28	Responsibility for individual child's education			X		X	X
	29	Provision of sex education – to establish and keep up to date a written policy	*	X	*	*	X	*
	30	Prohibit political indoctrination and ensuring the balanced treatment of political issues, including support for 'British Values'.	X	*	*	X	*	*
Appraisal and Performance Management	31	Formulate an Appraisal policy	X	*	*	X	*	*
	32	Implement the performance management policy	*	X	*	X	*	*
	33	Review annually the performance management policy	X	*		X		
	34	Headteacher performance management carried out by LGB with independent, sector/phased specific support. The Chief Executive Officer	X	*		X	*	

		will provide information to support this process based on their overview of the Academy's performance within the Trust.						
Target Setting	35	Agree targets for pupil achievement	*	X	*	X	*	*
	36	Approve targets for pupil achievement	X	X	*	X	*	
Complaints	37	Establish a Complaints policy	X	*	*	X	*	
Discipline/ Exclusions	38	Establish a student behaviour policy	*	*	X	X	*	
	39	Review the use of exclusion and to decide whether or not to confirm all permanent exclusions and fixed term exclusions where the pupil is either excluded for more than 15 days in total in a term or would lose the opportunity to sit a public examination. (Can be delegated to chair/vice-chair of the LGB in cases of urgency)		X		*	X	
	40	Independent Review and Appeals Trust for behaviour and discipline	X			X		
	41	Direct reinstatement of excluded pupils (Can be delegated to chair/vice-chair of the LGB in cases of urgency)		X		*	X	
Admissions	42	To review at least annually the admissions policy	X	*	*	X	*	
	43	Establish an admissions policy	X	*	*	X	*	
	44	Admissions application decisions	X	X	*	X	X	
	45	Appeal against LA directions to admit pupil(s)	X	X	*	X	X	
Religious Education	46	Responsibility for ensuring provision of RE		X	*	X	*	
Premises & Insurance	47	Ensure buildings and liability insurances and/or the Department for Education's Risk Protection Arrangement is in place	X			X		
	48	Develop a school buildings strategy or master plan	X	*		X	*	

	49	Refurbish and maintain buildings, including developing properly funded maintenance plan	X	*		X	*	
	50	Responsibility of overall management and VFM (value for money) of all PFI contracts	X	*	*	X		
Health & Safety	51	Institute a Health and Safety Policy	X	*		X	*	
Safeguarding Policy	52	Institute a Safeguarding Policy	X	*	*	X	*	
	53	Monitor and ensure the application of the Safeguarding Policy		X	*	X	*	
	54	Ensure that health and safety regulations are followed		X	X	X	X	*
School Organisation	55	Proposal to alter the character of the Academy day	X	X		X	*	
	56	Set the times of school sessions and the dates of school terms and holidays	X	X		X	*	
	57	Ensure that the school meets for 380 sessions in a school year	X	X	*	X	*	*
Attendance and Absence	58	Establish a Policy for Attendance and Leave of Absence including standardised procedures, letters and protocols	X	*	*	X	*	*
	59	Ensure that school lunch nutritional standards are met where provided by the LGB		X	*		X	*
Information For Parents	60	Prepare and publish information for parents including school prospectus if applicable. Compliant website provision	X	*	*	X	*	
	61	Ensure provision of free school meals to those pupils meeting the criteria		X	*		X	*

	62	Adopt and review home-school agreements		X	*	X	*	
GB Procedures	63	Prepare instrument of government and any amendments thereafter	X			X		
	64	Appoint (and remove) the governors/clerk of the LGB	X	X		X	*	
	65	Establish LGB meeting format and procedures	X	*		X	*	
	66	Ensure LGB meets and complies with guidance prepared by Trust		X			X	
	67	Set up a Register of Directors' Business Interests, Gifts & Hospitality	X	*		X	*	
	68	Set up a Register of Governors' Business Interests, Gifts & Hospitality	X	*		X	*	
	69	Approve and set up a Governors Expenses Scheme	X			X		
	70	Discharge duties in respect of pupils with special needs by appointing a "responsible person"		X			X	
	71	Consider whether or not to exercise delegation of local functions from the LGB to individuals or committees (subject to this Scheme of Delegation)		X		X		
	72	Regulate the LGB procedures (where not set out in law)	X	*		X		
Trust	73	Consider an application for a school or academy to join the Trust	X			X		
	74	Require any school joining the Trust to be a subscriber member of the Red Kite Teaching School Alliance.	X			X		
	75	Agree the due diligence requirements regarding whether a school or academy should join the Trust	X			X		
	76	Review the Trust's key performance indicators	X			X		

** Within the budget allocated to the School.

Appendix 2 - Red Kite Alliance

The Red Kite Teaching School Alliance is a partnership of Yorkshire schools and institutions across all phases, primary, secondary and special, from inner city locations to rural contexts, that have come together to share our skills, experience, talent and capacity to help improve the learning and achievement of young people across Yorkshire and the Humber.



The Alliance provides nationally accredited and bespoke leadership, training, support, research and development opportunities to school staff across the region. We have a bank of nationally and regionally recognised experts within the

Alliance that can act as a task force to help schools and individuals in need of support.

The Red Kite Learning Trust is proud to be part of the Red Kite Teaching School Alliance, with one of our Trust schools, Harrogate Grammar, as the lead school in the partnership. The Red Kite Teaching School Alliance which includes sixteen secondary schools, three all-through schools, a special school and twenty-eight primaries. The University of Leeds is also a strategic partner, supporting our initial teacher training provision.

Developing the work of the Red Kite Alliance (RKA) and its role in delivering on the Teaching School targets is a significant and exciting challenge. As one of the first one hundred Teaching Schools in the country, the school is at the heart of system-wide change working with the National College for Teaching and Learning (NCTL) and the DfE. Our partnership provides a high quality education for over 28,000 students, with circa 1750 teachers employed in our schools. Our partner schools range from high achieving suburban academies through to inner city LA schools in more challenging circumstances. The Red Kite Alliance (RKA) has a very high profile in regional school improvement, CPL and Leadership provision, in addition to its long established involvement in Initial Teacher Training.

Working in partnership with the Yorkshire Leadership Community, RKA provides a full suite of leadership courses from Aspiring Leaders through to Headship and beyond. We are accredited providers of the newly reformed National Professional Qualifications enabling us to offer the NPQML (Middle Leaders), NPQSL (Senior Leaders), NPQH (Headship) and NPQEL (Executive Leaders) courses as part of our provision.

The work of the Teaching School has been further enhanced and extended with the addition of our Maths Hub status, one of only 35 designated nationally.

The Red Kite Alliance ran the Red Kite School Direct Programme from 2013 in partnership with 3 local universities. The success of our Primary and Secondary Programmes led to the decision to apply to be a SCITT (School Centred provider of Initial Teacher Training). Known as Red Kite Teacher Training, we were formally accredited in October 2015 and successfully trained our first cohorts of primary and secondary trainees last year.

Academic Year	Total Trainees	Primary Trainees	Secondary Trainees
2013-14	27	12	15
2014-15	44	14	30
2015-16	69	19	50
2016-17	77	28	49
2017-18	96	49	47

A very high proportion of trainees have completed the course each year. We are also proud of our excellent attainment and employments rates. Year on year, the number of trainees on

our programmes have increased significantly and we will also be engaging more schools from the region within our partnership as a result.