



Recruitment Pack

Tees Valley Education Trust

Head Teacher Discovery Special Academy

Job Ref: TVE043



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

WELCOME LETTER FROM THE TRUST

Dear Applicant

As a Trust, Tees Valley Education is passionately committed to enhancing the lives of all children in our care and in developing SEND provision in both the local area and nationally. As part of this commitment we are proud to announce that we will be opening the Discovery Special Academy in September 2018.

The purpose built special school will be constructed in Middlesbrough to provide an 84 place academy with cohorts of up to 12 children, who will be drawn from across Middlesbrough and Redcar and Cleveland. All children attending will be in receipt of Education Health & Care Plans with a mixture of complex and significant learning, medical and physical needs.

As a Trust we have clearly defined aspirations for our new children, their families and communities along with our partnership working:

Aspirations for pupils

- High levels of aspiration and achievement will be gained through a sensory based personalised curriculum, leading to better than national outcomes for pupils with the same SEND designation
- Pupils will be taught in creative contexts that expand their horizons and encourage them to demonstrate a range of strengths and skills underpinned by a range of suitable care and medical support therapies
- Pupils will be prepared for the next stage in their learning journey and life, with greater levels of independence, effective social skills, good emotional well-being and resilience; all of which Ofsted has recognised in recent inspections of Tees Valley Education academies

Aspirations for families and communities:

- Through co-production, actively champion the needs of the most significant and complex learners, eliminating environmental barriers and creating a team around the family; assisting them to be more empowered and make informed choices to support the young person on their journey to adulthood
- Offer families outstanding extra-curricular opportunities, allowing children with a range of SEND to take part in after school and holiday clubs and residential visits

Aspirations for collaboration with education, health and care professionals:

- We will lead in the further development of the culture of collaboration between education, health and social care professionals, as well as other bespoke/specialist providers, to support and challenge provision, ensuring maximum value for money and achievement for all vulnerable learners across the Trust
- Through the Trust's teaching school alliance, we will continue to develop partnerships to deliver CPD with specialisms in SEND; lead this provision with existing services like ITT and grow additional capacity such as education psychology (EP) through collaboration with universities and mental health (through resilience groups and counselling) to promote inclusion and equality of opportunity for all
- Through continued outreach, therapies and pastoral interventions, the Trust will continue to work in partnership with existing specialist providers and ensure best value through joint commissioning

Discovery Special Academy will therefore, be at the forefront of developments in SEND provision while further developing and enhancing the outcomes for future generations of families in the Tees Valley area. This is a challenging and exciting opportunity for the right person. If you have the skills and passion to meet the challenges it will be a great opportunity to develop your career and make a real difference to our children, staff, parents and the wider community.

Yours faithfully

Katrina Morley

CEO

Head Teacher

Discovery Special Academy

Status: Permanent

Required: from Easter 2018 (earlier if possible)

Salary: Group 3 (L16-L23)

Reporting to: CEO and Trust Board



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

The Discovery Special Academy, will provide an excellent, inclusive education for up to 84 children within significant and complex learning, medical and physical needs. The Trust wish to appoint an outstanding head teacher for our new academy with a proven track record of successful school leadership in the field of special educational needs. Occupying a key influential position as the lead professional within the school community, the head teacher will be accountable for the education of current and future generations of children and their leadership will have a decisive impact upon the quality of educational opportunities and consequently of pupils' achievements and outcomes.

The new head teacher will have exceptional vision, incredibly high expectations and the ability, desire and determination to build our new school. They will also need to be a strong strategic leader with great empathy and moral direction, leading by example the professional conduct and practice of teachers to ensure and celebrate high quality continuous professional development for all.

Discovery will provide:

- a great learning environment for children with a real family atmosphere and community context
- an amazing working environment for staff where everyone is valued and treated with respect
- hard working dedicated and committed staff who strive to gain the best for all of our pupils
- a fully integrated services model working with Physio and Occupational Therapists, Speech and Language Therapists and a range of Health and Care Professionals
- supporting parents/carers who will work in partnership with you to achieve the best for their children
- amazing pupils who love coming to school and are encouraged to learn the skills that they will need for life outside of school
- an enthusiastic and supportive CEO and Trust Board that put the interests of the children first and are committed to the continual improvement of the academy.
- a passionate and highly performing team of professionals across the trust to learn from and contribute to

We warmly encourage you to visit Pennyman Primary Academy in order to get a sense of the family and community spirit that is at the heart of our Trust and meet the children who will form part of the new academy's first cohort. Please contact Emma Waites, PA to the CEO on 01642 304406 to arrange an appointment with the CEO.

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. In addition, this 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.

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.

Application packs can be printed directly from the Trust website <http://www.teesvalleyeducation.co.uk/careers/>. Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Mrs Emma Waites. Please be aware that if you are sending your application by e-mail, the Trust cannot be responsible for any formatting anomalies when printing. By post: Tees Valley Education, Pennyman Primary Academy, Fulbeck Road, Middlesbrough TS3 0QS. By E-mail: recruitment@tved.org.uk

Closing Date: Monday 20th November 2017 at 12.00 noon
Interview Dates: Monday 4th / Tuesday 5th December 2017

Shortlisting: Tuesday 21st November 2017
Location: Tees Valley Education Offices,
Pennyman Primary Academy site

JOB DESCRIPTION

HEAD TEACHER – DISCOVERY SPECIAL ACADEMY

This job description reflects the National Standards of Excellence for Headteachers (2015), namely that excellent Headteachers have outstanding qualities and knowledge, ambitious expectations, can inspire and lead, ensure systems and processes deliver and drive a self-improving school.

OVERALL JOB PURPOSE

To provide dynamic, innovative and professional leadership in establishing and developing an outstanding special academy. Secure its continued success and improvement by ensuring excellent academic, pastoral and welfare provision and outcomes for all children.

RESPONSIBLE TO

CEO and Tees Valley Education Trust Board.

SHAPING THE FUTURE

- In partnership with the governors/trustees, establish and promote an ambitious vision and those for the future of the academy; inspire, challenge, motivate and empower others to carry the vision forward and model the values, vision and ethos of the academy
- Take the leading role in school self-evaluation, school improvement and strategic planning policy and practice; ensure that learning is at the centre of strategic planning
- Lead by example when implementing and managing change initiatives
- Ensure creativity, innovation and use of appropriate technologies to achieve excellence
- Develop the academy in line with national developments
- Lead and support the staff, and support the governing body/trust board in fulfilling their responsibilities with regard to the academy's performance and standards
- Promote a culture of inclusion within the school community where all views are valued and taken into account

LEADING TEACHING AND LEARNING

- Demonstrate the principles and practice of effective teaching and learning by being an outstanding teacher who can lead by example
- Have very high expectations to ensure that all pupils will achieve their goals
- Ensure a consistent and continuous academy-wide focus on pupils progress and achievement
- Initiate and support research and debate about effective teaching and learning and establish creative, responsive and effective approaches to teaching and learning
- Through observation and analysis of teaching and learning activities and pupils' outcomes, identify strengths and weaknesses and promote improvement strategies
- Implement, develop and review strategies and policies that secure high standards for the whole academy, including behavior and attendance
- Determine, organize and implement a relevant and meaningful curriculum that has a clear focus on independence, with an effective assessment framework
- Take a strategic role in the development of new technologies to enhance and extend learning experiences

DEVELOPING SELF AND WORKING WITH OTHERS

- Develop effective relationships and communication which underpin a professional learning community that enables everyone in the academy to achieve
- Foster an open, fair and equitable culture
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review; empower and sustain individuals and teams; promote an environment where continual professional development is an integral part of the academy's ethos
- Celebrate the achievements of individuals and teams
- Collaborate and network with others within and beyond the academy
- Challenge, influence and motivate others to attain high goals

DEVELOPING SELF AND WORKING WITH OTHERS CONTINUED...

- Give and receive effective feedback and act to improve personal performance
- Accept support from others including colleagues and governors/trustees
- Regularly review own practice, set personal targets and take responsibility for own personal development
- Manage own workload and that of others to allow an appropriate work/life balance
- To engage actively in performance management and continuing professional development opportunities including leadership working in order to ensure professional skills are kept full developed and contribute to the academy and MAT success

LEADING AND MANAGING THE ACADEMY

- Ensure the academy and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. This includes adhering to safe employment procedures which place the safety of children and staff at the heart of all practices
- Recruit, retain and deploy staff and manage their workload to achieve the vision and goals of the academy
- Establish and sustain appropriate structures and systems
- Set, manage and monitor budgets and organise accommodation, working with colleagues, to ensure effective, proper, and efficient use of resources, ensuring the academy's financial stability
- Access, analyse and interpret information, analysis of data and use it effectively
- Delegate tasks and devolve responsibilities effectively
- Prioritise, plan and organise self and ensure others do the same
- Maintain a safe, stimulating and inclusive environment in which children can work, play and be happy, including managing and organising accommodation efficiently in order to meet the needs of the curriculum, children and community users, Health and Safety regulations ensuring accessibility for all
- Ensure the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Use and integrate a range of technologies effectively and efficiently to manage the academy
- Think creatively to anticipate and solve problems
- Ensure that the need to safeguard pupils' well-being is prioritised in accordance with statutory provision
- Arrange for a deputy head teacher or suitable person to assume responsibility for the discharge of the Headteacher function at any time when absent from the academy

SECURING ACCOUNTABILITY

- Work with the governing body/trust board providing information, objective advice and support, to enable it to meet its responsibilities
- Fulfil the commitments and wider accountabilities in relation to pupils, parents and other relevant groups
- Engage the school community in the systematic and rigorous self-evaluation of the work of the academy; collect and use a rich set of data to understand the strengths and weaknesses of the academy and ensure that effective school self-evaluation informs school improvement priorities
- Combine the outcomes of regular school self-review with external evaluations in order to develop the school
- Present a coherent, understandable and accurate account of the academy's performance to a range of audiences including governors/trustees, staff and parents
- Develop an academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensure individual staff accountabilities are clearly defined, understood, nurtured and agreed and are subject to review and evaluation
- Reflect on personal contribution to academy achievements and take account of feedback from others
- Demonstrate an understanding of educational issues at a local and national level and anticipate trends
- Work closely with the academy business manager and governing body/trust board to ensure effective management of the academy budget and best practice in financial and employment matters

SECURING ACCOUNTABILITY CONTINUED...

- Demonstrate understanding legislation with regard to Health & Safety, such that the school meets its statutory requirements and is safe environment for learning and promoting the well- being of staff and students.

STRENGTHENING COMMUNITY

- Engage with the internal and external school community to secure equity and entitlement; recognise and take account of the richness and diversity of the academy's community.
- Work effectively with other schools/academies in the area to promote the work of Discovery and the Tees Valley Education Teaching School Alliance and to learn from others
- Work effectively with other agencies including for example, Social Care and Child and Mental Health Services
- Build and maintain excellent relationships with parents to the benefit of pupils, parents and the academy; provide parents with regular information about the academy curriculum, the progress their children make and other matters affecting the academy
- Promote effective relationships with external parties, including local businesses, and ensure learning practices for pupils are integrated with the wider community so that the pupils can learn, practise and enjoy their community and not become isolated
- Seek opportunities to invite individuals and organisations into the academy to enhance and enrich the academy and its value to the wider community
- Liaise and work effectively with officers of the local authority

- 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 flexibly between the hours of 8am and 6pm
- The job holder may be required to work across the academy group
- The job holder may be required to undertake additional training e.g. first aid, Positive Handling

PERSON SPECIFICATION

HEAD TEACHER – DISCOVERY SPECIAL ACADEMY

QUALIFICATIONS & EXPERIENCE	
Qualified Teacher Status with evidence of extensive outstanding practise in a Special School/Special Units	E (1)
National Professional Qualification for Head Teachers (NPQH) if not already a Head Teacher	D (1)
Recent Professional Development/Experience that prepares for this strategic post	E (2)
Experience in more than one appropriate Key Stage and establishment	E (3)
Experience of working with the local authority and or across multi academy trusts	D (2)
Experience in the recruitment and management of staff	D (3)
Experience in curriculum development in a special school setting	E (4)
Budget setting linked to assessment and academy improvement plans	D (4)
HR, staff and facilities management experience	D (5)
KNOWLEDGE & UNDERSTANDING	
The ability to communicate a clear vision for the academy and how it will be developed by you, in partnership with the Trust, over the next 5 years	E (5)
A sound understanding of effective teaching and learning and how to raise standards through careful monitoring and target setting	E (6)
The ability to create and implement a strategic school improvement plan, based on effective self-evaluation which identifies priorities and targets, ensuring that all children are included, achieve high standards, and make progress, increasing teachers' effectiveness, and securing school improvement	E (7)
An up to date and relevant knowledge and understanding of current national developments in education with particular reference to special school education	E (8)
Future proof planning by predicting changes/impact	D (6)
The ability to motivate and enable staff to carry out their roles to the highest standard through performance management and continuing professional development	E (9)
Have an understanding of performance management and recognise the link to academic improvement and planning along with CPD opportunities for staff	D (7)
The ability to work effectively with a range of stakeholders to develop and achieve an unified school vision embracing excellence, high standards and inclusion	E (10)
Recognition and commitment in the development of the role of parents, carers and wider professionals plan in a young person's development and achievement	E (11)
An understanding and working knowledge of best practice in ensuring good behaviour, enabling citizenship and working with staff and outside agencies in managing challenging behaviours	E (12)
A secure knowledge of, and commitment to, safeguarding all members of the academy community	E (13)
COMMITMENT	
Be the lead learner of the learning community	E (14)
A commitment to and proven impact on pupil achievement and the development of inclusive practice for all members of the academy and Trust community	E (15)
To safeguard children and ensure all members of the academy community are diligent in their duty	E (16)
Pro-active in self and professional improvement	E (17)
To partnership working within a Trust, local area, regional and national agencies	E (18)

CHARACTERISTICS, SKILLS AND ABILITIES	
An open, honest, approachable and inclusive leadership and management style with a commitment to the empowerment of colleagues and an ethos of teamwork	E (19)
Ability to relate to people from all backgrounds and to build positive relationships with all member of the academy community	E (20)
Well organized, with a methodical approach	E (21)
Gain the respect of all and be highly visible and approachable to pupils, parents and members of the local community	E (22)
Confidence to respond effectively to conflict demonstrating resolution skills, resilience, calmness and positivity	E (23)
Tenacity, determination and resilience to relentlessly drive outcomes for children	E (24)
Ability to strategically lead SEND provision across the Trust and be Tees Valley Education's SEND Ambassador for the Teaching School and on regional/national boards	D (8)

E – Essential

D – Desirable

Important: In the first instance, applications are assessed against the criteria listed above, in addition to overall presentation, use of standard English and grammatical accuracy.

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

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.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Working Together to Safeguard Children DfE 2015

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2015'. 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 Head Teacher 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.

HOW TO APPLY

To apply please complete the Tees Valley Education application form. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Applying:

Application packs can be printed directly from the Trust website <http://www.teesvalleyeducation.co.uk/careers/>. Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Mrs Emma Waites.

By Post: Tees Valley Education, Pennyman Primary Academy, Fulbeck Road, Middlesbrough TS3 0QS.

By E-mail: recruitment@tved.org.uk

Please be aware that if you are sending your application by e-mail, the Trust cannot be responsible for any formatting anomalies when printing.

Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Closing Date: Monday 20th November 2017 at 12.00 noon

Interview Date: Monday 4th / Tuesday 5th December 2017

Shortlisting: Tuesday 21st November 2017

Location: Tees Valley Education Offices, Pennyman Primary Academy site