



Northern Lights
LEARNING TRUST

APPLICATION PACK

BENEDICT BISCOP C.E. ACADEMY







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LEARNING TRUST

ASSISTANT HEADTEACHER

(with Early Years expertise)

Permanent position required for April 2023 at Benedict Biscop CE Academy
L1 - L5 (£44,305 - £48,895) per annum starting point subject to experience
Teachers' Pay and Conditions

An exciting opportunity has arisen for an Assistant Headteacher position with expertise in Early Years at Benedict Biscop CE Academy to be part of the Senior Leadership Team.

We are seeking to appoint an innovative, ambitious Assistant Headteacher who wants to play an integral part in school improvement and have a significant impact in improving outcomes for all, in a fully inclusive, ethos and culture.

Benedict Biscop is a forward-thinking school and we feel this is an excellent time and opportunity to further strengthen our leadership structure.

Dedicated release for management time will be given with the expectation to impact across whole school 'Teaching and Learning.' This offers an exciting leadership opportunity for the ideal candidates.

Are you:

- **Dedicated to making a difference in the lives of our pupils**
- **Able to communicate effectively with our parents and build positive relationships with families and the local/wider community**
- **Able to demonstrate excellent leadership skills and attributes and have a desire and experience to take a lead role within our school**
- **Positive, enthusiastic and able to act with integrity**
- **Experienced in leading Early Years provision**
- **Committed to the raising of standards of all pupils across school**
- **Committed to working as part of a flexible, committed team**
- **Dedicated in promoting the well-being of all individuals**
- **Able to contribute to wider school effectiveness**

If so, we would really welcome your application

Northern Lights
LEARNING TRUST

In return you will receive:

- A supportive working environment that puts people at the heart of the organization.
- Continuous professional development, including the opportunity to undertake related qualifications.
- National Terms and Conditions of Employment.
- Local Government Pension Scheme/ Teacher Pension Scheme.
- The opportunity to work as part of a growing Trust and shape this role.

Details of the school can be found on the school website
https://www.benedictbiscopacademy.co.uk/

Details of the Trust can be found on the Trust website
https://www.northernlightslearningtrust.co.uk

CLOSING DATE:

Applications must be received by:	**Monday 13th February 2023 at 9am**
Short Listing will take place:	**Monday 13th February 2023**
Interviews will take place:	**Thursday 16th February & Friday 17th February 2023**

HOW TO APPLY:

Letters of application should be returned with application forms to info@nllt.co.uk or by post to Emily Sanger, HR Assistant, Northern Lights Learning Trust, Marcross Drive, Sunderland, SR3 2RE Applications will only be considered on receipt of a completed application form, CVs and other forms will not be accepted.

For further information on this post or to arrange a visit to the school, please contact Benedict Biscop Academy on 01915947033 (Option 1).

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JOB DESCRIPTION

POST: Assistant Headteacher at Benedict Biscop CE Academy

RESPONSIBLE TO: Board of Northern Lights Learning Trust, CEO, Headteacher, Head of School and Local Governing Body.

RESPONSIBLE FOR: All staff and resources.

SALARY BAND: L1 - L5

START DATE: April 2023

KEY PURPOSE:

To support and assist the Head by providing dynamic and professional leadership and management by:

- **Sharing and modelling the school's vision and values that will enable the school to develop further throughout periods of change.**
- **Developing and motivating staff, setting high expectations and aspirations for all**
- **Raising the attainment and achievement of all pupils.**
- **Contributing to rigorous school self-evaluation**
- **Proactively managing staff and resources within a team**
- **Leading a 'core' subject/area**
- **Carry out the professional duties of a teacher**

KEY RESPONSIBILITIES:

Member of the SLT

- **To take a key role in, as a member of the Senior Leadership Team, the strategic leadership and management of the school.**
- **To play a major role in developing whole-school vision, values and aims, establishing policies and practices through which they shall be achieved.**
- **To be instrumental in supporting all staff through change**
- **To evaluate the effectiveness of the school in terms of overall provision, including pupil achievement, attainment and teaching and learning.**
- **As part of the SLT maintain a high profile as an example of best and leading practice and reporting to staff, governors etc. as necessary**
- **Collaborate with others in the organisation of whole school events and the wider school agenda**
- **Work with a variety of multi-agencies to support the best possible outcomes for pupils**

- To share responsibility for the day-to-day management of the school, taking on specific tasks, as required.

Strategic Direction/ Shaping the Future

- Support the Head in promoting and developing a vision for the future of the school; ensuring it is clearly articulated, shared and understood and acted upon effectively by all
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility
- Develop and implement policies and practice which reflect the school's commitment to high achievement and attainment
- Promote and enhance a culture of teamwork in which all stakeholders' views are valued and taken into account
- Demonstrate high standards of personal integrity and professionalism across all aspects of school life
- Play a key role alongside the Heads in areas such as Teaching and Learning, Standards of attainment, Pedagogy, Performance Management.

Leading Teaching and Learning (Core subject/area)

- Lead a core area across school and provide an example of 'excellence' as a leading classroom practitioner
- Devise, implement and evaluate key policies and practices linked to subject/core area
- Carry out school self-evaluation exercises linked to school improvement planning and priorities, impacting on attainment and achievement
- Work with the SLT to raise the quality of teaching and learning and pupils' achievement, setting high expectations and monitoring and evaluating effectiveness of learning outcomes
- Coach and develop staff to maximise impact on effective teaching and learning
- Support staff in developing the planning and assessment procedures for identified core subjects/areas
- Share the responsibility for the analysis of key school performance data (subject/team/area specific) to ensure high standards are promoted
- Be part of target setting, including statutory procedures and targets for individuals and groups
- Plan, organise and deliver Professional Development where necessary
- Keep abreast of the latest developments and be able to disseminate to others, including SLT and Governors
- Ensure a broad and balanced curriculum is in place which meets the needs of the range of pupils in school and makes strong links with the local community
- Demonstrate a commitment to positive behaviour management both in class and across whole school environment

Developing self and working with others

- **Work with the Head to build a professional learning community both within and beyond the school**
- **Promote an ethos in which every individual is treated with dignity and respect**
- **Promote safeguarding to ensure the welfare of pupils is paramount**
- **Support the Head in Performance Management where best practice is celebrated and shared and underperformance is addressed**
- **Reviewing own practice, setting personal targets and having a commitment to own Professional Development relevant to the post**
- **Set high expectations for your own performance and that of others**

Strengthening Community

- **Identifying opportunities, with the Head and SLT, to further involve parents, carers, community and business organisations to enhance and enrich pupils' experiences**
- **Promote partnership working across the cluster and beyond to strengthen community cohesion**
- **Respond to an understanding of the diversity of the school community**
- **Contribute to policies and practice which promote equality of opportunity and tackle prejudice**
- **Maintaining positive perceptions of the school through relevant engaging items such as school website, newsletters and the local media**
- **Promote and model excellent relationships with parents, which are based on partnerships to support and improve pupil's achievement, attainment and overall well-being**

PERSON SPECIFICATION
ASSISTANT HEADTEACHER

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION	1. Well-structured supporting letter and application		
QUALIFICATIONS	2. QTS 3. Degree 4. Evidence of continued and relevant professional development	5. NPQML/Teaching Leaders 6. Further Professional Development	Application supported by certificates (2 - 6)
EXPERIENCE	7. Proven excellence as a classroom teacher, meeting a range of individual needs. 8. Subject Leader or management responsibility in a school, demonstrating impact on raising standards 9. Experience of improving the skills of other practitioners through the development of innovative learning and teaching 10. Experience of leading, managing, motivating and developing staff 11. Experience of promoting safeguarding procedures in school 12. Experience of leading and quality assuring Early Years provision including the outdoors. 13. Experience of leading practitioners.	14. Experience of working across the Primary Age Range, including KS1 15. Experience of the successful, effective management of change 16. Teaching in more than one school context 17. Experience of impacting on the wider curriculum 18. Experience of delivering *Little Wandle letters and sounds revised* phonics programme 19. Understanding of child initiated play based learning 20. Knowledge and understanding of the Reggio Emilia approach	Application (8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20) Task (7) Interview (7, 8, 9, 10, 11, 12, 15, 19, 20) References (7, 10, 11)

Northern Lights
LEARNING TRUST

SKILLS AND KNOWLEDGE	1. Excellent knowledge and understanding of learning and teaching within the Primary age range 2. Up to date knowledge and understanding of current developments, pedagogy and initiatives within education, including Curriculum and Assessment 3. Excellent understanding of inclusion and breaking down barriers for pupils and families 4. Lead by example with integrity, creativity, resilience and clarity 5. Promote an ethos and culture that is firmly rooted in professionalism and which all staff are motivated, supported and valued 6. Ability to analyse and evaluate School Self-evaluation processes including the use of external and internal data in order to accurately prioritise strategic leadership objectives 7. A clear vision and understanding of the needs of all pupils in order to close gaps in achievement 8. Understanding and knowledge of SEND Code of Practice 9. Excellent knowledge and understanding of diversity and equality requirements	14. Knowledge and understanding of the Role of the Governing Body 15. Impact of initiating, developing and leading on an initiative/project beyond own school 16. Knowledge and understanding of leading Performance Management	**Application** **(7, 9, 15, 16)** **Task** **(4, 10)** **References** **(5, 6)** **Interview** **(1, 2, 3, 8, 11, 12, 13, 14)**

	10. Excellent strategies for behaviour for learning 11. Ability to think strategically 12. Have an up-to-date knowledge of statutory regulations and guidance relating to curriculum developments across Foundation Stage 13. Have a sound understanding of the Early Years Reforms and how to implement them effectively		
PERSONAL QUALITIES	17. Evidence of being able to sustain effective working relationships with staff, Governors, parents and the wider community 18. High expectations 19. Ability to work to deadlines and prioritise work 20. Flexibility and adaptability 21. Deal successfully with situations which may include tackling difficulties and conflict resolution.		**Interview (21)** **References (17, 18, 19, 20)**
OTHER	22. Recommendation from both referees 23. Fully enhanced DBS clearance with children's barred list check	24. Strong recommendation	**References** **Enhanced DBS certificate**