



Northern  
Lights

LEARNING TRUST

**ASSISTANT HEADTEACHER  
BENEDICT BISCOP CE ACADEMY**

**APPLICATION  
PACK**



# Northern Lights



We are a Multi-Academy Trust currently comprising eight schools – primary and secondary – and over 3,500 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

## OUR SCHOOLS



**Benedict Biscop CE Academy**  
Sunderland



**Grange Primary School**  
Hartlepool



**Hart Primary School**  
Hartlepool



**Holley Park Academy**  
Washington, Sunderland



**Ian Ramsey CE Academy**  
Stockton-on-Tees



**St. Helen's Primary School**  
Hartlepool



**St. Peter's Elwick CE Primary School,**  
Hartlepool



**Venerable Bede CE Academy**  
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

*- Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust*



## Welcome from the CEO

Thank you for your interest in the position of Assistant Headteacher within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 2 secondaries and 6 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 3500 pupils and employ over 400 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We seek to be an employer of choice, with 100% of staff satisfaction in our latest survey, '*I am proud to work for a forward-thinking Trust who put people development at the heart*'. We seek to support our staff to develop and thrive.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours sincerely

Jo Heaton  
Chief Executive Officer



## Welcome from the Headteacher

Thank you for your interest in our current vacancy at Benedict Biscop C.E. Academy.

Benedict Biscop CE Academy is a popular and oversubscribed school, with increasing numbers on roll, following a school expansion and increase in PAN in recent years. At Benedict Biscop C.E. Academy, we are committed to providing the highest quality education and we are continuously striving to improve and innovate in order to deliver the best possible educational experiences to our pupils.

The school is currently rated outstanding by Ofsted and SIAMS and we are the lead primary school in the Northern Lights Teaching School Hub, who deliver National Professional Qualifications, the Early Career Framework and Initial Teacher Training (ITT) across the region. Additionally, we are honoured to serve as the lead school for the Northern Lights Early Years Stronger Practice Hub, recognised for our outstanding EYFS provision. Being part of a strong growing trust, we offer numerous opportunities for collaboration, professional development, and the chance to work across multiple phases of education.

Our strong Christian ethos underpins everything we do, and we firmly believe in educating the whole child. Our school vision, With God, all things are possible, permeates our approach to education and pastoral care.

We are looking for passionate individuals who share our values and are dedicated to making a positive impact on the lives of young people. If you are enthusiastic, innovative, and committed to providing an exceptional learning environment for children, then we would love to hear from you.

Please find attached further details about the vacancy we currently have available. If you would like to discuss the role in more detail or visit the school, please do not hesitate to get in touch.

Kindest regards,

Sarah Armstrong  
Headteacher

## **ASSISTANT HEADTEACHER (with Early Years expertise)**

Permanent position required for September 2024  
at Benedict Biscop CE Academy  
L1 - L5 (£47,185 - £52,074) 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

## 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:** Friday 17<sup>th</sup> May 2024 9am

**Short Listing will take place:** Monday 20<sup>th</sup> May 2024

**Interviews will take place:** Thursday 23<sup>rd</sup> May 2024

## HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to HR Admin Team, Northern Lights Learning Trust, Floor 3, Lighthouse View, Seaham, SR7 7PR or by email to [recruitment@nllt.co.uk](mailto:recruitment@nllt.co.uk)

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact us on 0191 5947033.

# JOB DESCRIPTION

Post: **Assistant Headteacher at Benedict Biscop CE Academy**

Responsible to: **Board of Northern Lights Learning Trust, CEO, Headteacher, and Local Governing Body.**

Responsible for: **All staff and resource**

Salary Band: **L1 - L5**

Start Date: **September 2024**

## 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

#### **. Additional responsibilities – the post holder must:**

- Promote and safeguard the welfare of the children and young people that they are responsible for or come into contact with.
- Act in compliance with data protection principles in respecting the privacy of personal information held by the Academy.

- Comply with the principles of the Freedom of Information Act 2000 in relation to the management of Academy records and information.
- Carry out their duties with full regard to the Academy's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Academy Policies.
- Comply with the Academy Health and Safety rules and regulations and with Health and Safety legislation.

## PERSON SPECIFICATION ASSISTANT HEADTEACHER

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>APPLICATION FORM</b>	1. Well-structured supporting letter and application		Application
<b>QUALIFICATIONS</b>	2. QTS 3. Degree 4. Evidence of continued and relevant professional development	5. NPQSL 6. Further Professional Development	Application supported by Certificates (1-6)
<b>EXPERIENCE</b>	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	14. Experience of the successful, effective management of change 15. Teaching in more than one school context 16. Experience of impacting on the wider curriculum 17. Experience of delivering <i>Little Wandle letters and sounds revised</i> phonics programme 18. Understanding of child initiated play based learning Knowledge and understanding of the Reggio Emilia approach 19. Experience delivering	Application (8, 9, 10, 12, 13, 15, 16, 17, 18, 19) Task (7) Interview (7, 8, 9, 10, 11, 12, 14, 18) References (7, 10, 11)

	<p>procedures in school</p> <p>12. Experience of leading and quality assuring Early Years provision including the outdoors.</p> <p>13. Experience of leading practitioners.</p>	<p>Beach School/ Forest School with an EYFS setting</p>	
<p><b>SKILLS AND KNOWLEDGE</b></p>	<ol style="list-style-type: none"> <li>1. Excellent knowledge and understanding of learning and teaching within the Primary age range</li> <li>2. Up to date knowledge and understanding of current developments, pedagogy and initiatives within education, including Curriculum and Assessment</li> <li>3. Excellent understanding of inclusion and breaking down barriers for pupils and families</li> <li>4. Lead by example with integrity, creativity, resilience and clarity</li> <li>5. Promote an ethos and culture that is firmly rooted in professionalism and which all staff are motivated,</li> </ol>	<ol style="list-style-type: none"> <li>13. Knowledge and understanding of the Role of the Governing Body</li> <li>14. Impact of initiating, developing and leading on an initiative/ project beyond own school</li> <li>15. Knowledge and understanding of leading Performance Management</li> </ol>	<p>Application (7, 9, 14, 15)</p> <p>Task (4, 10)</p> <p>References (5, 6)</p> <p>Interview (1, 2, 3, 8, 11, 12, 14, 15)</p>

**SKILLS AND  
KNOWLEDGE  
CONTINUED**

- 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
  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

**PERSONAL  
ATTRIBUTES**

- 16. Evidence of being able to sustain effective working relationships with staff, Governors, parents and the wider community
- 17. High expectations
- 18. Ability to work to deadlines and prioritise work
- 19. Flexibility and adaptability
- 20. Deal successfully with situations which may include tackling difficulties and conflict resolution.

Interview  
(21)

References  
(17, 18, 19, 20)

**OTHER**

- 21. Recommendation from both referees
- 22. Fully enhanced DBS clearance with children's barred list check

32. Strong  
Recommendation

References  
Enhanced DBS  
certificate

**References:**

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

**DBS:**

Northern Lights 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. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

**Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.****Safeguarding:**

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

**Pre-employment occupational health:**

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

**Equal opportunities:**

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.