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**Working for the**

**The Blyth Quays Trust**

**Morpeth Road Primary Academy**

**Head Teacher**

**Recruitment Information Pack**

**Welcome to The Blyth Quays Trust (TBQT)**

**and thank you for your interest in working with us. The Trust is based in the port town of Blyth, Northumberland located thirteen miles to the East of Newcastle Upon Tyne.**

In this pack we have enclosed some interesting and useful information about the Trust, which works with three primary academies across the Trust. You can find out more about our organisation on our website at [www.blythquaystrust.co.uk](http://www.blythquaystrust.co.uk)

**This recruitment pack includes:**

**TBQT Vision and Values**

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

**Job Advert and how to apply**

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

**Job Description and Person Specification**

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

**Application Form and Guidance**

To apply for the role you are required to complete an application form and return this to the academy or the Trust’s HR partner Avec (please read the instructions carefully) before the closing date. We do appreciate the time taken to complete the application form. Unfortunately CVs will not be accepted.

**Equal Opportunities Monitoring Form**

We are committed to equality in the workplace and supporting the development of all our employees.

**Living and working in Northumberland**

We have aimed to capture a brief overview of the rich social and cultural diversity across our beautiful area.

**VISION and MISSION**

**VISION**

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| To work in partnership with other schools including those within the group and the wider community to provide excellence through high aspirations, high expectations and high achievement |

As a Trust our main priority is to raise the attainment of our children. This priority is underpinned by a moral purpose which is to improve the life chances of the children in our communities. We are committed to encouraging ambition, resilience and to breaking the cycle of low aspirations and low outcomes which feeds deprivation.

**MISSION AIMS**

As a Trust we believe that we can fulfil our vision by:

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| * Recognising and celebrating the individuality of each academy. * Delivering a strategic approach to achieving our core purpose. * Ensuring high quality teaching and learning through the sharing of good practise. * Promoting respect, tolerance, equal opportunity and active citizenship. * Taking collective responsibility for positive attitudes and behaviour. |

**BACKGROUND TO TBQT**

The Blyth Quays Trust is a multi - academy charitable trust established in March 2013 and is managed by an overarching board of trustees. The Trust comprises of three primary schools in Blyth, Northumberland:

* Croftway Primary Academy
* Malvin’s Close Primary Academy
* Morpeth Road Primary Academy

The conversion to academy status followed the reorganisation of the school system in Blyth that saw First schools becoming Primary schools, Middle schools closing and High schools becoming 11-18 secondary schools. At the same time Blyth also saw the introduction of an all through age group sponsored Academy.

The Blyth Quays Trust is committed to ensuring that all children in our schools, particularly the least advantaged, receive excellent teaching and make progress which matches the best so that they can fulfil their full potential as a young person. We want all of our students to leave our academies as well rounded, confident and resilient young people well prepared to meet their future challenges.

High quality professional development for teachers and school leaders at all levels lies at the heart of our approach, and we encourage teachers and students to take pride in aspiration and success.

We will provide a wide and varied curriculum that will engage, excite and stimulate their learning. We will also provide opportunities for learning outside the curriculum which encourage wider interests, support the development of young people’s character and a memory full of outstanding experiences.

By collaboration between academies sharing excellent practice and setting high expectations for both staff and pupils we will achieve our goals.

We want our students to reach for the sky and beyond………

**STRUCTURE**

The Board of Trustees is supported by the following centrally employed staff:

* Executive Headteacher
* Director of Operations
* Chief Finance Officer
* Premises and Facilities Manager
* Education Welfare Officer

**GOVERNANCE**

**The Members** are responsible for:

* Winding up the trust
* Approving amendments to the Articles of Association
* Appoint Members/Trustees, remove Trustees
* Holding the Trustees to account for the effective discharge of their duties

**The Trustees** ensure that they comply with charity and company law and are responsible and accountable for the strategic priorities of the Trust. They:-

* Agree targets for pupil progress and attainment
* Agree and monitor the budgets for academies in the trust
* Monitor academy development plans
* Ensure each school curriculum is relevant and broadly based
* Appoint the Executive Headteacher, Headteachers, Heads of School, Deputy Headteachers, Director of Operations, Chief Finance Officer

The Trustees believe that best results will be achieved when each academy Local Governing Board receives a level of autonomy appropriate to its specific circumstances; where an academy is Good or Outstanding the Local Governing Board will operate with maximum autonomy.

**Local Governing Boards** of each academy are, through the Scheme of Delegation, delegated the following core functions:-

* Developing, reviewing and monitoring of the **Academy Development (School Improvement) Plan**
* Monitoring and reviewing **Progress and Attainment** for all pupils
* Monitoring the approved budget **spending against the ADP priorities, including pupil premium and sports funding**
* Monitoring and reviewing the **curriculum** for pupils and students
* Reviewing the **pupil/parent experience**
* **Appointing** all staff except Headteacher, Heads of School, Deputy Headteachers and centrally employed non-teaching staff
* Implementation and monitoring of the **Appraisal Policy and Pay Policy** in line with that agreed by the Trustees

**MORPETH ROAD PRIMARY ACADEMY**

Morpeth Road is a school firmly at the heart of the community we serve and have been so since 1910. It is an honour to be a key member of the community and we hope that we reflect the aspirations and needs of our community and play a key role in delivering those aspirations.

Our key aim at Morpeth Road is to develop the whole child through social, emotional, physical, spiritual and academic learning and that the journey through education should be one of fun, respect, real life skills based on learning and self-discovery. The school recognises the uniqueness of all our learners and appreciates the wealth and range of styles they bring to enrich our learning environment.

Pupils at Morpeth Road are therefore provided with exciting opportunities to achieve in all areas including residentials, foreign exchanges, cycling trips and much more! We benefit from many wonderful resources on our own school site, which include an indoor climbing wall, a bicycle track ‘pump’ and a tree house!

We aspire to:

* Achieve sustained excellence in every aspect of our work.
* Provide all students with a secure, safe and stimulating environment in which they will enjoy being challenged to think and engage in their own learning.
* Develop young people into healthy, tolerant and confident individuals who have high aspirations.
* Work in partnership with our local, national and international partners.
* Celebrate the contributions and achievements of all who contribute to our success.

**Profile**

* Two form entry, larger than the average nationally
* The school serves an area of high deprivation
* Pupil Premium is above the national average at 72%
* FSM is above the national average at 43%
* There are few pupils from minority ethnic groups and presently only 3% speak English as an additional language.
* The proportion of pupils with Special education needs or a disability is 17% which is higher than average.
* The majority of pupils with SEND tend to be those with moderate learning difficulties and those with speech, language and communication needs.

**JOB ADVERT**

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| --- | --- |
| **Job Title** | Head Teacher |
| **Academy Name** | Morpeth Road Primary Academy |
| **Location** | Blyth, Northumberland |
| **Hours** | Full time |
| **Contract Type** | Permanent |
| **Salary** | L18 – L24a |
| **Notice Period** | As per STPCD |
| **Pension** | Teachers’ Pension Scheme |
| **Child Care Vouchers** | Available upon request |
| **Interview Date/s** | 27th September 2017 |
| **Start Date** | 1st January 2018 |
|  |  |

**HOW TO APPLY**

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give the Executive Head Teacher a call and he will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies and conversations with us and these can be arranged between yourself and the Executive Head Teacher.

When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are planned for the week commencing 25th September 2017 and further details about the interview process will be emailed to the candidates in good time.

**JOB DESCRIPTION**

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| --- | --- |
| **POST TITLE :** | **HEAD TEACHER** |
| **GRADE :** | **LEADERSHIP SCALE POINTS L18-L24a** |
| **REPORTING RELATIONSHIP :** | **The Executive Headteacher and THE BLYTH QUAYS TRUST BOARD OF Trustees** |
| **JOB PURPOSE :** | **To provide professional leadership and management for the Trust, in order to secure its on-going success and improvement by ensuring high quality education for all its pupils and improved standards of learning and achievement.** |

**1. Shaping the Future**

The Head Teacher will work with the Trustees and Local Academy Committee and others to create a shared vision and strategic plan which will inspire and motivate pupils, staff and all members of the school community.

**The Head Teacher will:**

* Ensure the vision for the school is clearly articulated, shared, understood and acted upon effectively by all.
* Work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
* Demonstrate vision and values in everyday work and practice.
* Motivate and work with others to create a positive climate.
* Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
* Ensure that strategic planning and the school culture and curriculum take account of the diversity, values and experience of the school and community at large.
* Ensure the school harnesses the findings of well evidence research in all aspects in order to frame a self-regulating and self-improving school.

**2. Managing the Organisation**

The Head Teacher will provide effective management of the school and seek continuously to improve organisational structures based on self-evaluation.

**The Head Teacher will:**

* Create an organisational structure which reflects the school’s values, and enables the management systems, structure and processes to work effectively in line with legal requirements.
* Produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
* Ensure that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives.
* Manage the school’s financial and human resources effectively and efficiently to achieve the school’s educational goals and priorities.
* Recruit, retain and deploy staff appropriately.
* Manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
* Ensure that the range, quality and use of all available resources are 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 school.

**3. Leading, Teaching and Learning**

The Head Teacher has core responsibility for raising the quality of teaching and learning. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture which all impact on pupils’ achievement.

**The Head Teacher will:**

* Ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every student’s learning.
* Ensure that learning is at the centre of strategic planning and resource management.
* Establish creative, responsive and effective approaches to teaching and learning.
* Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
* Demonstrate and articulate high expectations and set challenging targets for the whole school community.
* Implement strategies which secure high standards of behaviour and attendance.
* Determine, organise and implement a diverse, flexible curriculum and implement Assessment for Learning.
* Monitor, evaluate and review classroom practice and promote improvement strategies.
* Challenge under-performance at all levels and ensure action is taken to secure improvement.
* Provide high quality contributions to the teaching in the school.

**4. Developing Self and Working with Others**

Effective communication and relationships are key to effective leadership. The Head Teacher needs to build a professional learning community which enables others to achieve.

**The Head Teacher will:**

* Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
* Develop the collaborative learning culture within the school and actively engage with other schools to continue effective learning communities.
* Develop and maintain effective strategies and procedures for staff induction, professional development and performance management.
* Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
* Develop and maintain a culture of high expectations for themselves and for others.
* Regularly review own practice and achievements, set personal targets and take responsibility for own personal development. Take account of feedback from others.
* Manage own workload and that of others to allow an appropriate work/life balance.
* Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally.
* Identify emerging talents, coaching current and aspiring leaders to enable clear succession planning.

**5. Securing Accountability**

With values at the heart of leadership, the Head Teacher has a responsibility to the whole school community and is accountable to a large range of stakeholders.

**The Head Teacher will:**

* Take responsibility for establishing and monitoring the systems and culture of the school to promote and safeguard the welfare of young people.
* Fulfil commitments arising from contractual accountability to the Governing Body.
* Develop a school 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 and agreed and are subject to rigorous review and evaluation.
* Work with the Governing Body (providing information, objective advice and support) to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of attainment and for achieving efficiency and value for money.
* Present a coherent, understandable and accurate account of the school’s performance to a range of audiences including governors, parents and carers.
* Comply with the regulations of the funding agreement and scheme of delegation.

**6. Strengthening Community**

The Head Teacher should engage with the school community to secure a wide range of positive benefits.

**The Head Teacher will:**

* Promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
* Ensure learning experiences for pupils are linked into and integrated with the wider community.
* Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
* Maintain an effective partnership with parents and carers to support and improve pupils’ achievement and personal development.
* Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
* Contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
* Co-operate and work with relevant agencies to protect children.
* Inspire and influence others in the fundamental importance and value of education in pupil’s lives.

**7. Safeguarding and Promoting the Welfare of Children and Young People**

The Head Teacher should provide clear strategic leadership across the school for all issues relating to safeguarding.

**The Head Teacher will:**

* Demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
* Demonstrate a thorough understanding of safeguarding and safer recruitment policies and procedures, and their application within a school setting/environment.

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that maybe allocated from time to time.**

**The Trust currently uses the National Standards of Excellence for Headteachers (2015) to support the continuing professional development of its Headeachers.**

*Please note that successful applicants will be required to comply with all trust policies, including the no smoking policy.*

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO A DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS MADE – AND THESE WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

**PERSON SPECIFICATION**

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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | **Attribute** | **Stage Identified** | **Criteria No.** | **Attribute** | **Stage Identified** |
| **Qualifications & Education** | E1 | Qualified Teacher Status | AF, C | D1 | Degree/Masters Degree in related discipline | AF, C |
|  |  |  |  | D2 | Recognised Management qualification | AF, C |
|  |  |  |  | D3 | NPQH qualification | AF, C |
| **Experience & Knowledge** | E2 | A minimum of 3 years’ experience as a Head Teacher, Head of School or Deputy Head Teacher | AF, R | D4 | Teaching experience in EYFS, KS1 and KS2 | AF, I, R |
|  | E3 | Thorough knowledge of the national curriculum at KS1 and KS2 | AF, I, R | D5 | Understanding of academy and financial regulations | AF, I |
|  | E4 | Demonstrable experience of adaption to fast paced educational change | AF, I |  |  |  |
|  | E5 | Experience of developing a highly exciting and innovative curriculum, which is personalised to the needs of the whole child. | AF, I, R |  |  |  |
|  | E6 | Experience of managing, developing, inspiring and motivating staff | AF, I, R |  |  |  |
|  | E7 | Demonstrable success in raising standards at KS1 and KS2; and meeting challenging targets | AF, I, R |  |  |  |
|  | E8 | Experience of leading significant organisational development and change | AF, I, R |  |  |  |
|  | E9 | Experience of presenting high quality, strategic information to Governors, and supporting their role as strategic leaders | AF, I, R |  |  |  |
| **Experience & Knowledge** | E10 | Experience of implementing effective pupil tracking systems to ensure that pupils of all levels of ability achieve their full potential and beyond | AF, I, R |  |  |  |
|  | E11 | Experience of strategic leadership on school finance issues, including budget management and funding allocation | AF, I, R |  |  |  |
| **Skills** | E12 | Excellent oral and written communication skills with an ability to negotiate at all levels | AF, I, P |  |  |  |
|  | E13 | Be E-confident and able to understand and sell the benefits of ICT and future technology in an educational context | AF, P |  |  |  |
|  | E14 | Ability to set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets | AF, I, P |  |  |  |
|  | E16 | Ability to analyse information from a wide variety of sources and solve complex problems | AF, I |  |  |  |
|  | E17 | Ability to demonstrate sound leadership in managing transition between key stages for pupils across the school, and with partner schools | AF, I, R |  |  |  |
|  | E18 | Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines | AF, I, P |  |  |  |
| **Personal Attributes** | E19 | High personal standards of integrity and probity | I |  |  |  |
|  | E20 | Enthusiasm, vision, drive, adaptability and resilience | I, P |  |  |  |
|  | E21 | Be confident, positive and approachable | I, P |  |  |  |
|  | E22 | Be able to secure the loyalty and confidence of pupil, staff, parents, governors and others | I, R |  |  |  |
|  | E23 | Have consideration of the views of others | I, P, R |  |  |  |
|  | E24 | Advocate a sound educational philosophy, with the ability to translate into practice | AF, I, P |  |  |  |
|  | E25 | Ability to create a learning culture within the organisation which is recognised by staff, pupils and parents | AF, I, R |  |  |  |
|  | E26 | Commitment to own and others personal development | I |  |  |  |
|  | E27 | Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community including with Local Authority, DfE, external partners etc. | AF, I, R |  |  |  |
|  | E28 | Evidence of being an inspirational leader and role model | I, R |  |  |  |
|  | E29 | Emotional resilience in working with children and adults | I, R, D |  |  |  |
|  | E30 | High degree of motivation for working with children and young people | I, R |  |  |  |
| **Personal Attributes** | E31 | Be able to understand and develop your own emotional intelligence | I, P |  |  |  |
|  | E32 | Be able and willing to work outside normal hours in order to meet the demands of the role | I |  |  |  |
|  | E33 | Suitable to work with children | D |  |  |  |

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| **Key – Stage identified** | |
| AF | Application Form | I | Interview | Issues arising from references will be taken up at interview, The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure from the Disclosure and Barring service) and pre-employment checks will be undertake before an appointment is confirmed. |
| C | Certificates | R | References |
| P | Presentation | D | DBS Check |

**LIVING AND WORKING IN NORTHUMBERLAND**

**Activities and Attractions**

ALNWICK GARDENS

Known as ‘the most exciting contemporary garden on Earth’, Alnwick Gardens boast fantastic plants, water sculptures and the must see tree house -the largest in the world!

CRAGSIDE

The first house in the world to be lit by hydroelectricity. The house is surrounded on all sides by one of the largest rock gardens in Europe. Ideal for walking and exploring, there is also an adventure playground and a labyrinth to keep children entertained.

BAMBURGH CASTLE

Known as “one of the most important Anglo Saxon archaeological sites in the world”, visit Bamburgh Castle and with the help of guides, go back in time to discover some of the great history of Northumberland.

ALNWICK PLAYHOUSE

It has an exciting programme for lovers of the arts. From drama productions to music and dance and workshops on mat making and shadowdance!

HEXHAM RACECOURSE

A day out at the races! There is an onsite restaurant, bar and tea room.

HOLY ISLAND

Northumberland’s famous tidal island. There is a small exhibition museum on the island, plus the icons on the island to see - Lindisfarne Castle and the Lindisfarne Priory.

WOODHORN

After major redevelopment, Woodhorn reopened in October 2006. It is known as the best surviving example of a late 19th century colliery in the North East tradition. You can trace your family history, take part in workshops, visit the gallery space, visit the country park cycle route or even dine at the restaurant.

[www.visitnorthumberland.com](http://www.visitnorthumberland.com)

[www.visitnortheastengland.com](http://www.visitnortheastengland.com)

 

RELOCATION

Each small town in Northumberland has a number of attractions and is usually self-contained, offering everything you need without venturing further afield. Some of these areas are more in demand than others and will often have more of a premium in the range of house prices. The premium paid will depend on many factors including school OFSTED results, crime rates, proximity to local services and amenities that are offered to the local population.

To be able to keep up with demand for housing, more affordable estates on the outskirts of the town can offer modern housing at a more reasonable price. There are certain exclusive estates that do not follow this demand. The areas we will use for example are Morpeth, Ponteland, Alnwick, Cramlington and Bedlington.

*Houses prices are changing all the time due to the market fluctuations, companies like* [*home.co.uk*](http://home.co.uk) *can provide information on current trends and prices*.

