



HARRY WATTS ACADEMY

SUPPORT AND SUCCESS TOGETHER

Harry Watts Academy Headteacher Applicant Pack



GILBERT WARD
ACADEMY



HARRY WATTS
ACADEMY



MARY ASTELL
ACADEMY



THOMAS BEWICK
SCHOOL



PROSPER
LEARNING
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GILBERT WARD
ACADEMY



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NBS
NEWCASTLE
BRIDGES SCHOOL



THOMAS BEWICK
SCHOOL



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TRUST

Press Advertisement

Headteacher, Harry Watts Academy

Start date: January 2024 (Earlier by arrangement)

Closing date: Noon, 30 May 2023

Salary: L20 - L26 (£70,733 - £81,927 per annum)

Harry Watts Academy is a specialist school for up to 180 children with autism aged 5-16 based in the city of Sunderland. The school opened in September 2020, with the aim to become a recognised centre of excellence both locally and nationally. As of September 2023, the school is based over two sites at Redhouse and at Harraton. A broad and balanced curriculum with personalised pathways and specialised teaching inspires pupils to learning success, supported with high quality pastoral care. The school's main priority is to address the autism-specific barriers to learning so that pupils are able to take advantage of multiple learning opportunities.

This is an exciting opportunity. Harry Watts Academy is a relatively new school, serving Sunderland and neighbouring communities. You can be at the heart of its development, leading the school through the next exciting phase in its journey to excellence. You will be responsible for the strategic leadership and day-to-day operational management of the academy. The aim will be to ensure that every pupil has an outstanding educational experience with individual pupil progress and care at the core of what is offered.

At Harry Watts Academy, the Headteacher will be central to its success, now and into the future. You will ensure the vision, values and ethos of Prosper Learning Trust are at the core of the development of the academy while implementing Trust systems and protocols to facilitate its smooth running.

The role will require you to be a dynamic and professional leader, able to motivate staff, set high expectations, enhance achievement and facilitate rigorous and continuous self-evaluation.

You will be skilled in working collaboratively with stakeholders and partner organisations at all levels to maximise the educational opportunities for children and young people with autism.

You will advise the Local Advisory Committee and CEO on the recruitment and selection of staff, creating and developing an organisation in which high quality people work together towards the common goal of creating a successful academy on behalf of its pupils and their families.

You will develop, secure and sustain high quality teaching and effective learning across the academy, monitor, evaluate and review classroom practice and promote continuous improvement. You will seek to set outstanding standards and to maintain high expectations amongst staff for the



progress of all pupils.

Whether you are a serving Headteacher/Principal or a successful senior leader looking for your first whole school leadership role, what is clear is that you will have an exceptional track record of success, specifically in relation to positive outcomes for all pupils regardless of background or ability.

Prosper Learning Trust is at a very exciting stage in its development and you will have opportunity to play a key role in its growth. We will provide you with the resources and support you need in your efforts to continue to build excellence throughout the school. You will be working with knowledgeable and supportive specialist staff in an academy with excellent facilities as well as alongside a growing and ambitious academy trust, its schools and leaders.

The Trust is proud to say that the Real Living Wage is matched we also offer the successful candidate:

- A friendly and supportive team of staff who are willing to share expertise and learn from one another
- Opportunities for career development and support with development through Trust wide CPD programmes.
- Access to an Employee Assistance Programme and support from the Trust's Wellbeing Network Group.
- Access to either Teacher's Pension or Local Government Pension Scheme.

To learn more about this unique opportunity, Harry Watts Academy and Prosper Learning Trust, please visit www.prosperlearningtrust.co.uk

This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed. Full details on protected convictions and information about which convictions must be declared during job applications can be found on the Ministry of Justice website. You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed. This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post. Please note that in all cases written references will be taken up and made available to interviewers before the final selection stage; even if you indicate otherwise.

We are more than happy for prospective candidates to visit the school so we can share our vision and principles, and discuss this post. Alternatively you can request a confidential conversation.

Application packs can be obtained from www.prosperlearningtrust.co.uk. Please return application forms to: jobapplications@prosperlearningtrust.co.uk or by post to HR Department, Prosper Learning Trust, Drayton Road, Newcastle upon Tyne, NE3 3RU.



Visiting dates: 16th May, 17th May, 19th May, 22th – 25th May 2023, others by appointment (to arrange a visit or a phone call please email admin@prosperlearningtrust.co.uk)

Closing date: Noon, 30th May 2023

Interview Dates: w/c 19th June 2023



Welcome from the Chief Executive Officer

Dear Applicant

To support the delivery of the Trust's vision, the Trustees of Prosper Learning Trust (PLT) are looking to appoint to the post of Headteacher at Harry Watts Academy.

Prosper Learning Trust (PLT) formed in January 2018 and now consists of four academies: two special academies and two alternative provision academies. The Trust caters for children of all ages and abilities who are unable to attend mainstream schools. Although based in the North East, the Trust, through one of its schools works on a national scale, working with children from all parts of the country.

The next exciting step in the growth of Prosper Learning Trust is the soon to be opening special free school in Blyth; Gilbert Ward Academy. The school will be a hybrid ASD/SEMH school for 80 key stage 3 and key stage 4 pupils. By the time Gilbert Ward opens the Trust will operate across three Local Authority areas, educate in the region of 800 pupils and employ around 400 staff.

Everyone within Prosper Learning Trust works very hard to ensure that we are providing the highest quality education for all our pupils. The Trustees have a very clear strategic direction of how as a Trust we can grow and develop while balancing all decisions against risk. This strategic direction is captured in a three-year strategic plan which aligns with our vision and which illustrates how we operate according to our values of aspiration, integrity, kindness and resilience.

We are looking for an outstanding candidate who can inspire and lead as we continue to develop a pupil centred and bespoke offer for some of the most vulnerable children in our communities. You will work closely with the Trust's Executive Leadership to deliver and sustain educational excellence, so that all pupils are able to secure the best possible outcomes.

You will work with myself, the Central Team and the Trustees on the development, implementation and assessment of strategies to deliver the Trust's vision for Harry Watts Academy. You will need to be a team player who is able to build opportunities for cross-school and cross-leadership working, promoting and maintaining a culture of high expectations of all.

For a confidential and informal conversation to discuss this opportunity, please contact me at admin@prosperlearningtrust.co.uk

Yours faithfully



Chris Richardson
Chief Executive Officer



Welcome from Chair of Trustees

Dear Applicant

Many thanks for your interest in the post of Headteacher at Harry Watts Academy. This is a really exciting opportunity for a committed individual to shape the future of one of our schools.

You will be a strategic part of a newly formed, but expanding multi academy trust, whose aim is to provide high quality learning environments and experiences for all our learners. Your proven experience of leadership will be a real asset, not only to Harry Watts Academy, but to Prosper Learning Trust as a whole.

Working within our Trust, you will be rewarded with amazing staff, who go the extra mile to meet the diverse needs of our pupils. You will be supported by a passionate and experienced pro-active Board of Trustees. But most of all, you will find our pupils have so much potential. They deserve the best.

Our Trust wide values identify how we want to work with our pupils, staff and wider community. These values are:

Aspiration

Integrity


Kindness

Resilience

The Trustees are looking for someone who works in an open, honest and constructive manner, who inspires staff and pupils alike.

We are committed to supporting all colleagues in their professional development and really believe that Prosper Learning Trust can offer exciting career development opportunities. If you connect with our values and want to make a positive impact, we would welcome your application.

Yours faithfully



Joanne Clifford Swan
Chair of Trustees



Who are Prosper Learning Trust?

Our Trust Vision

Prosper Learning Trust, established in January 2018, is a growing multi academy trust serving children with special education needs and children requiring alternative provision across the North East.

The Trust was formed to help vulnerable young people succeed against the odds. Many children and young people face challenges in their lives that many adults will never experience and Prosper is here to support them in doing so. Wherever possible we will help these young people to thrive in a mainstream educational setting, but where that cannot happen we will provide a safe space for them in one of our schools, until they are ready to return or move on.

We believe that learning is the key to their chances of success. We will provide high quality teaching and a coherent and enriching curriculum. Thereby ensuring an equality of opportunity with their peers in mainstream settings.

Our schools offer children and young people with a diverse range of additional needs, the opportunity to learn in a supportive environment, where differences are celebrated, and every pupil is valued and encouraged to achieve their own unique potential.

Our specialist and highly skilled staff will work closely with families, schools and other agencies to create the best possible educational experiences and opportunities for the young people in our care. We will nurture their talent, keep them safe and develop them as informed and active citizens.

Prosper Learning Trust works across the North East of England and is a champion and advocate for vulnerable young people in our region.

Our Trust Values are:



Prosper Learning Trust is driven by **ASPIRATION**. Predominantly on behalf of the young people we work with and those who love and support them. But also for ourselves; our staff, our community and those who work with us and support our aims and values.

Prosper Learning Trust is an organisation that will act with **INTEGRITY** at all times. We will do what is best for our young people in every circumstance. We will be fair, open and honest on our dealings with others and will challenge each other every day to live out these values in the workplace. In how we conduct our business and in how we treat each other. We will respect opinion, embrace diversity, work safely and be unrelenting advocates for the wellbeing and character of the young people we care for.

Prosper Learning Trust puts **KINDNESS** at the heart of everything we do. We understand, we empathise and where necessary, we challenge. We work with young people in a way that helps them to appreciate that looking after one another and mutual support are the way to help everybody succeed and thrive. As an employer, we will seek to ensure that staff are valued by treating them with the respect and dignity they deserve.

At Prosper Learning Trust, we never give up on children. And we seek to build **RESILIENCE** in them so they will not give up on themselves. Likewise, as an organisation, we will build resilience in our policies, systems and structures to provide stability and longevity in the face of a dynamic and uncertain environment. Thereby enabling that we can remain a strong and consistent force for good in the lives of the young people and families we work with.

Leadership and Governance

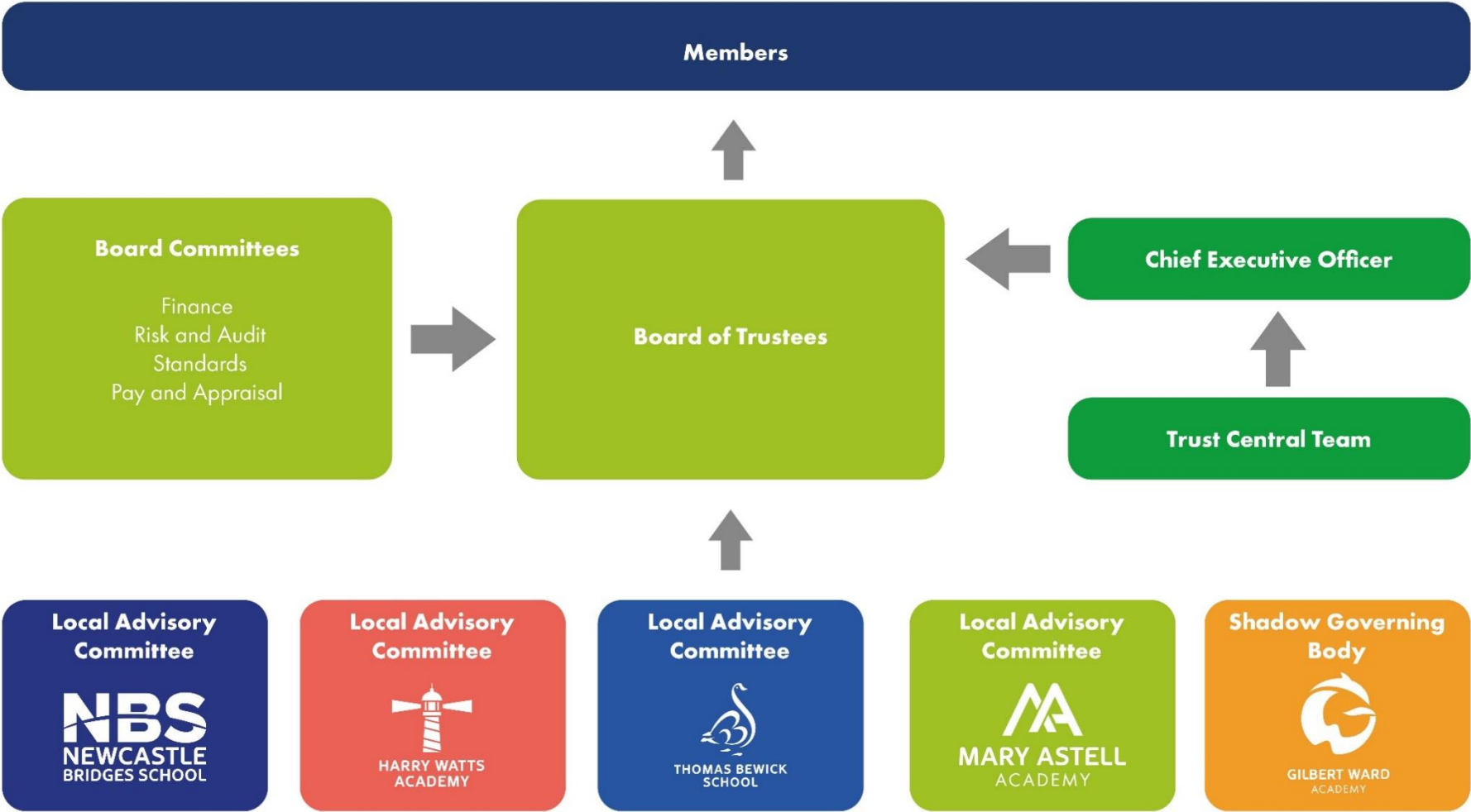
The Board of Prosper Learning Trust has two core functions, which are to set the strategic direction of the organisation and to ensure a robust system of governance.

As a multi-academy trust, the Board of Prosper Learning Trust is responsible for all the academies within the Trust. They do this by delegating functions to the various Trust Committees (Standards, Finance, Risk & Audit, Pay & Appraisal) and the Local Advisory Committees of each academy through a scheme of delegation. Our scheme of delegation clarifies the responsibilities and accountability at every level of the organisation. It clarifies the levels of authorisation placed upon the numerous tiers of the Trust Structure, including CEO and Local Advisory Committees. The Board believe that the best results will be achieved through clear lines of accountability.

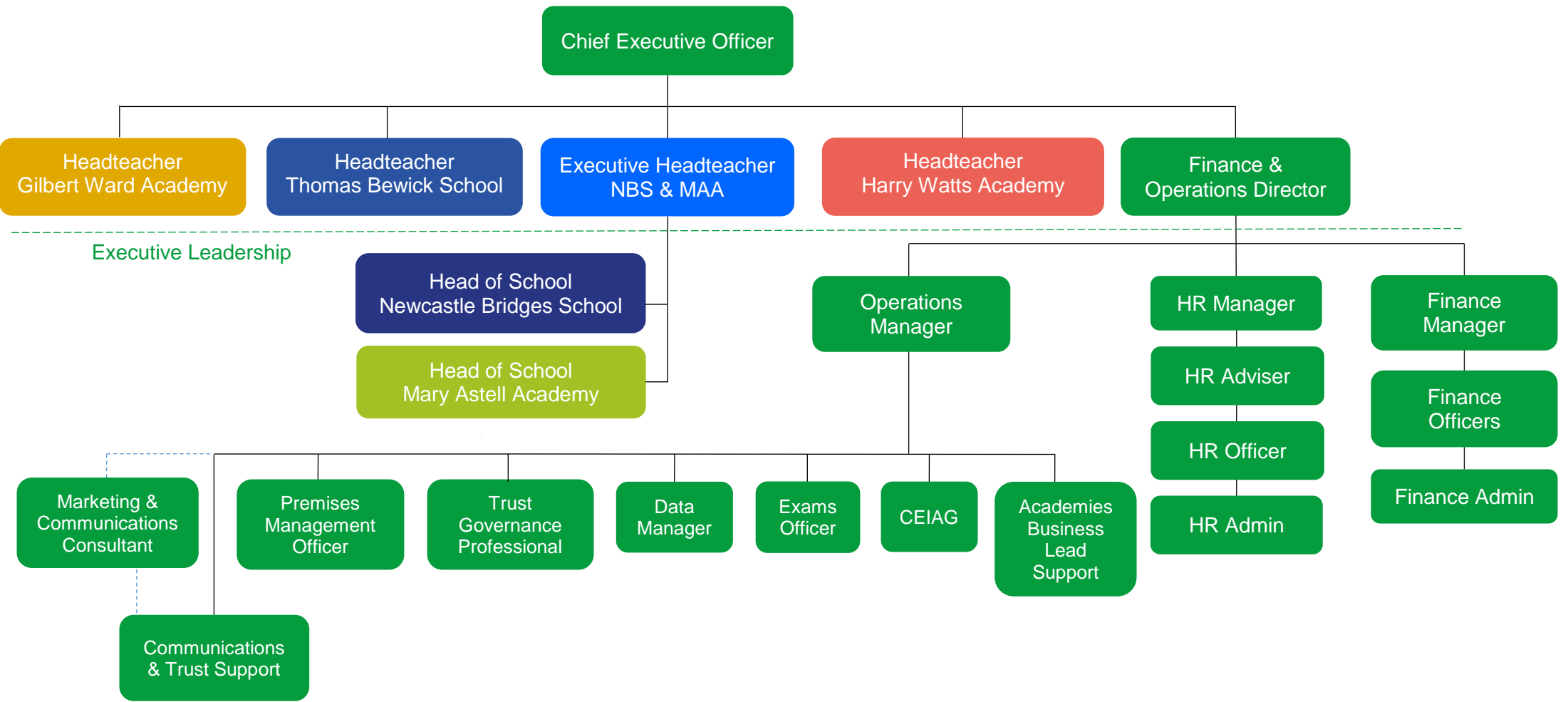


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Governance Structure Diagram



Prosper Learning Trust Central Team Structure Diagram



About our Schools



Newcastle Bridges School is a multi-site school for pupils who have medical needs or are not able to access mainstream school because of mental and/or physical health. A number of provisions are based within hospital settings. The school meets a huge variety of complex needs and strives to ensure that its pupils, no matter what difficulties they face, are not disadvantaged in any way with regard to their education and future opportunities. The school provides a holistic, child centred education that encourages pupils to aim high. Every pupil is equal, valued and unique and we aim to provide an environment where all pupils feel safe and can flourish.

The school has various departments, each of which caters for a particular group of pupils and their needs.

Alnwood is a mental health clinical setting for 12-18 year olds with mental health needs or an additional learning disability.

Ferndene is a purpose built inpatient centre that provides assessment and treatment for 12-18 year olds with complex mental health, behavioural and emotional needs including pupils with a learning disability.

The *Complex Neurodevelopmental Disorder Service* (CNDS) is a specialist second opinion service for nursery or primary school aged children who may have autism and other complex communication/mental health/neuro-developmental problems.

The Great North Children's Hospital (GNCH) caters for pupils whose education is interrupted by regular stays, or a long-term stay in hospital. Pupils are taught by a team of teachers in the different specialist paediatric wards or in the hospital classroom.

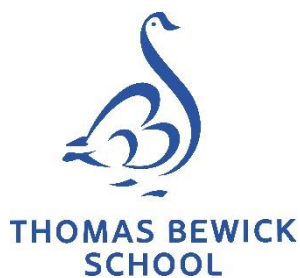
The Kenton site is a Newcastle Local Authority commissioned provision offering education to pupils 11-16 years old who are unable to access mainstream school due to medical and mental health needs.

Medical Pathway Provision provides education for pupils who are unable to attend their normal place of education due to illness. This service is based within our Kenton site. Pupils are taught from Reception to Year 11 and teaching can take place in a variety of settings within the community as appropriate to their medical needs.





Mary Astell Academy is an AP academy for pupils who have been permanently excluded from mainstream school. The school is based upon values that include giving young people a fresh start and our ultimate aim is to always provide an opportunity to return to mainstream education. In instances where this is not possible, we continually endeavour to provide a curriculum that provides equality of opportunity. Pupils are able access a stimulating and caring learning environment supported by talented and committed staff who put learning and progression at the forefront of everything they do.



Thomas Bewick School is an all age specialist provision for up to 308 pupils in Newcastle upon Tyne for children and young people with autism (3-19 years), which operates over three different sites. The school offers a broad and balanced curriculum with personalised pathways and high quality pastoral care, to meet their individual needs and learning styles. Pupils are supported with autism specific strategies and approaches by highly trained staff to ensure barriers to learning are addressed and all are able to take advantage of learning opportunities.



Opening in September 2023, Gilbert Ward Academy will be a purpose built, brand new, state of the art school, catering primarily for children with Social, Emotional and Mental Health needs but also providing for children with autism who have moderate learning needs. The school will provide education for up to 80 children aged 11-16, because of the increased demand within the Northumberland special school system.



Job Description

| | |
|--------------------|--|
| Post Title | Headteacher (Harry Watts Academy) |
| Salary Grade | L20 - L26 |
| Reporting To | Harry Watts Local Advisory Committee Director of School Improvement |
| Line Management of | Deputy Headteacher, Assistant Headteacher |
| Responsibilities | To provide leadership and management for the Academy to the highest professional standards |

Job Purpose (including main duties and responsibilities)

- To ensure the vision and values of Prosper Learning Trust are core to the development of the academy
- To provide the strategic leadership that enables the academy to give every pupil an outstanding education
- To promote the highest possible standards of achievement and well-being for pupils
- To evaluate the school's performance and identify the priorities for continuous improvement to raise standards
- To deliver the vision and values of the curriculum at Harry Watts Academy to overcome pupils' barriers to learning, equipping them with the skills they need for transition to the next stage of their life
- To develop partnerships with local schools and the wider community and meet the professional requirements of the Local Authority, Department of Education, Ofsted and examining bodies
- To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, promotes achievement and facilitates continuous self-evaluation
- To create a school culture that challenges prejudice, values diversity and promotes equality

Leadership, Strategic Direction and Development

- Work with the Local Advisory Committee and Executive Leadership Team to create the strategic vision, values and curriculum plan for the academy
- Capture the strategic Aims of the academy in an annual Academy Development Plan
- Ensure the successful delivery of the vision, aims and objectives as determined by the Prosper Board of Trustees and Local Advisory Committee
- Implement Prosper Learning Trust systems and processes into the running of the academy
- Provide dynamic, consistent and motivational leadership to the staff, children, families and wider community of Harry Watts Academy
- Translate the Trust's vision, values and strategic aims into operational objectives and plans, motivating and empowering others to carry the vision forward
- Demonstrate the vision and values of Prosper Learning Trust in everyday work and practice
- Work with the Executive Leadership Team, the Local Authority and Schools to

manage the admission of pupils into the academy through the variety of routes available

- Deliver a curriculum model that will address the barriers to learning of pupils attending the academy
- Ensure high quality, multi-agency services are available to support the educational, social and behavioral needs of pupils attending the academy
- Gain and maintain the respect and trust of all stakeholders, inspiring individuals to contribute positively to shared ideas and plans
- Ensure that the provision reflects the highest professional standards and receives positive Ofsted reports
- Ensure that all statutory requirements are met
- Ensure that the operational needs of the pupils, their parents/carers, commissioners and the community are met
- Develop an outward facing academy that is constantly seeking ways to learn and improve its performance and is conversant with the latest educational, pedagogical and technological developments
- Ensure that the academy's values, strategic aims and policies and procedures are relevant, fair, inclusive and consistently implemented
- Be responsible for the management, development, and resourcing of policies
- Work with the CEO, Director of School Improvement and Director of Finance and Operations to advise the Local Advisory Committee on the management of the annual budget in order to ensure the academy achieves its financial objectives
- Be accountable for monitoring, evaluating and reviewing health and safety, and risk assessments of the academy ensuring that the academy provides a safe working environment for both staff and pupils
- Deliver effective operational management for the academies financial and physical resources
- Act in accordance with legislation affecting the conduct of the academy, particularly that governing health and safety matters and employment rights
- Engage fully with the work of the multi-academy trust by attending Executive Leadership Team meetings and taking shared responsibility for the improvement of all the schools in the trust

Teaching and Learning

- Secure and sustain high quality teaching and effective learning across the academy
- Monitor, evaluate and review classroom practice and promote improvement strategies; aiming for outstanding standards of teaching and learning at all times
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Maintain high expectations amongst staff for the progress of all pupils
- Determine and implement an appropriate curriculum, which motivates pupils and is personalised to meet individual needs
- Develop a wide range of curriculum enrichment activities
- Lead on academy development initiatives
- Ensure a consistent and continuous academy-wide system of pupil assessment, using appropriate data and benchmarks to set, monitor, evaluate and report individual pupil progress
- Develop strategies that will promote 'Learner Voice' and involve pupils in a meaningful way

Pupil Welfare

- Develop and provide a high level of attention to effective relationships within the academy and between the academy and the local community
- Develop strategies which promote the highest standards of behaviour and attendance
- Provide nurturing and attentive pastoral care for all pupils
- Ensure that pupils' needs identified through their EHCP targets are addressed and met
- Ensure that the health and care needs of each pupil are assessed and consistently met
- Provide opportunities for pupils to understand and adopt healthy behaviours and lifestyles
- Provide opportunities for pupils to develop their spiritual, moral, social and cultural understanding

Partnerships

- Create strong links and collaborative ways of working with all stakeholders including the wider community and other schools, to achieve common goals
- Ensure the school culture and curriculum reflects the richness and diversity of the school community
- Work with other public and voluntary sector agencies, and local businesses in the local community to develop curriculum opportunities
- Ensure that parents/carers and other stakeholders are provided with relevant and timely information about the school including about the progress of pupils where appropriate
- Work with partner agencies to protect and safeguard pupils
- Foster and maintain links with regional and national specialist school communities
- Develop positive relationships with all stakeholders
- Work with visiting professionals to Harry Watts Academy

Managing People and Developing Strong Working Relationships

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Advise the Local Advisory Committee, CEO and Director of School Improvement on the recruitment and selection of staff
- Ensure all teaching and support staff are fully informed of strategic and operational aims
- Provide inspirational leadership and guidance for staff
- Establish staff roles and responsibilities, initiating and maintaining suitable staff performance management procedures and ensuring systematic and equitable professional development arrangements
- Manage own workload and that of others to allow an appropriate work/life balance
- Implement Prosper Learning Trust's Appraisal Policy and processes that will set performance goals for all members of staff and which are clearly linked to the long-term objectives as set out in the strategic and annual development plans
- Ensure the development and implementation of effective Prosper Learning Trust's HR policies and procedures for staff induction, professional development and performance review in line with the Trust policy
- Encourage and manage the on-going professional development of staff ensuring

that the Continuous Professional Development (CPD) strategy is aligned with the strategic goals of the Trust

- Create and develop an organisation in which staff recognize that they are accountable for the success of the academy
- Participate in CPD in pursuit of academy improvement and disseminate learning to appropriate academy staff

Safeguarding Pupils

- Have due regard for safeguarding and promoting the welfare of pupils ensuring that child protection procedures are adopted and adhered to by the academy
- Ensure that the highest priority is given to following the guidance and regulations to safeguard children and pupils
- Ensure the safety and welfare of children, pupils and vulnerable adults at all times
- Report to the appropriate authorities any concerns relating to child protection or protection of vulnerable adults
- Ensure all stakeholders have undergone the statutorily required clearance

Accountability

- Work closely with the Executive Leadership Team and Local Advisory Committee
- Provide information, objective advice and support to the Local Advisory Committee to enable it to meet its responsibilities for securing effective teaching and learning, high achievement and value for money
- Present a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, e.g. Executive Leadership Team, Local Advisory Committee and parents/carers
- Capture the above in a regular report to each meeting of the Local Advisory Committee
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement
- Work with the Local Advisory Committee to regularly review performance and development, set personal targets and take responsibility for own development
- Carry out such other duties as required by the Trustees, CEO, Director of School Improvement and Local Advisory Committee that are commensurate within the role
- The post holder will be required to carry out their duties in line with professional standards and codes of conduct

General Information

The academy will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

Person Specification

The CEO and Local Advisory Committee, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title, may modify the person specification.

Method of Candidate Assessment: A = Application
 I = Interview
 R = Reference

| Essentials | Desirable | A/I/R |
|--|---|-------|
| Qualifications | | |
| Qualified Teacher status | NPQH An additional special qualification in SEND | A/I |
| Evidence of relevant professional development at senior leadership level | | A |
| Evidence of recent relevant professional development and training, including safeguarding and financial management | | A |
| Commitment to further develop own professional knowledge and skills | | A/I |
| Experience | | |
| Substantial experience of successful leadership at a senior level in a SEND environment | Experience with SEN pupils | A/I |
| Experience of collaborative working with vulnerable families and multi-agency teams to support pupils and their families | | A/I |
| Experience of managing change | | A/I/R |
| Understanding of financial planning, budgetary management and principles of best value | | A/I |
| Proven record of innovative curriculum design that reflects the needs of the pupils | Experience managing an extended school curriculum | A/I/R |
| Experience of managing and leading a wide range of staff | | A/I |
| Experience as a lead for appraisal | | A/I |
| Experience of planning and evaluating a School Development Plan. | | A/I |
| Experience of using a range of tools and evidence, including learner performance data, to support, monitor, evaluate and raise standards in all aspects of provision | | A/I |
| Experience of working successfully with governors, parents, Local Authority and other partners | Successful experience of working with a diverse community | A/I |
| Knowledge and experience of the common inspection framework in a leadership and management role (Ofsted) | | A/I |

| | | |
|--|---|-------|
| Evidence of implementing effective whole school safeguarding policies and practice | Experience of being the Designated Lead for Safeguarding or the Deputy Designated Lead for Safeguarding Has undertaken the role of Designated Teacher for Looked After and Post Order Children | A/I |
| Abilities and Skills | | |
| To develop and communicate a clear vision so that others are inspired to embrace it | | A/I/R |
| Able to provide effective and inspirational leadership that inspires confidence and motivates staff, parents and pupils | | A/I/R |
| Able to prioritise and organise the demands of being a Headteacher and being able to delegate effectively | | A/I |
| Experience of leading and managing a wide range of staff | | A/I |
| Demonstrate excellent interpersonal skills, both written and oral | | A/I/R |
| Knowledge and Understanding | | |
| Knowledge and understanding of pupils with a wide range of moderate and complex educational needs | Experience of managing transitions to the next setting | A/I |
| Clear understanding of the role of self-evaluation in the continuous improvement of the School | | A/I |
| Knowledge and understanding of local and national trends and requirements in special education | | A/I |
| Secure knowledge and understanding of safeguarding procedures | An understanding of the role of extended school activities and the role they play in the community | A/I |
| Knowledge and understanding of legal issues, including equal opportunities | | A/I |
| Personal Qualities | | |
| Exceptional role model with the highest standards of integrity, who is approachable and demonstrates a strong and collaborative leadership style | | A/I/R |
| Dynamic and reflective leadership qualities that ensure the continual drive towards excellence for all pupils | | A/I |
| Ability to make difficult decisions based on putting the pupils first | | A/I |
| Ability to manage change and prioritise competing deadlines. | | A/I |
| Willingness to ask for advice and support where necessary | | A/I |

Candidate Information

Prosper Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

1. School Contact Details

Address: Harry Watts Academy, Ramillies Road, Sunderland, SR5 5JA

Phone: 0191 562 3003

E-mail: jobapplications@prosperlearningtrust.co.uk

Website: www.prosperlearningtrust.co.uk

2. Specific Details

Employer: Prosper Learning Trust

Date of Appointment: January 2024

Salary Range L20 - L26 (£70,733 - £81,927 per annum)



Living in the North East

The North East is an exciting and vibrant place to live and work:

- Sunderland is located within the county of Tyne and Wear and provides the perfect fusion of city and seaside living. Nestled by the River Wear, the city has a population of 175,000 and has a reputation as a small and friendly place to live.
- Sunderland has a rich cultural heritage with many historical attractions including the National Glass Centre, Sunderland Museum and Winter Gardens, Hylton Castle and Penshaw Monument. It also boasts many wonderful options for eating and drinking and access to a great shopping scene.
- From the Northumberland Coast to the North Pennines, Kielder Forest and Park, to Durham Heritage Coast, and Hadrian's Wall, to Whitley Bay, there are some beautiful places to spend your leisure time. Across the North-East, there are golden sandy beaches, award winning parks and gardens and serene countryside within a 15-minute drive of any city centre.
- The North East of England has housing that caters to all budgets and has some of the cheapest property to be found anywhere in the UK. The average house price in Sunderland last year (2022) was £166,451, but prices vary across the area.
- The area is well served with transport links, with easy access to the South via the motorway and rail services and there are several airports within the region with flights within the UK and beyond. A new rail link to Newcastle is also currently being developed.



How to Apply

Applications

Candidates should submit applications on the enclosed form. A letter outlining reasons for applying for the post and giving an indication of what candidates can offer the school is required. Please limit your letter to no more than two sides of A4 in 12 point size.

In order to comply with the safer recruitment requirements candidates must fully complete the Application Form including the section on references. It is not acceptable to substitute parts of the form with your own version. All gaps in employment should be accounted for and explained – these could be further explored in an interview.

References

Open testimonials are not required or accepted for this post, the Trust will take up a professional reference from your existing employer and one other of your choice. This reference will be requested if you are shortlisted for interview. If you are not currently working with children, references will be requested from previous employers where this was the case.

Interviews

Interviews will take place on. The days will include a mix of formal and informal selection procedures.

Return Applications

Please return application forms to: HRadmin@prosperlearningtrust.co.uk or by post to HR Admin, Prosper Learning Trust, Drayton Road, Newcastle Upon Tyne, NE3 3RU.
(Please mark your application “Private and Confidential”)

Application Schedule

Informal visit dates: 16 May, 17 May, 19 May, 22 – 25 May 2023, others by appointment (to arrange a visit please email admin@prosperlearningtrust.co.uk)

Closing date: Noon, 30 May 2023

Shortlisting: w/c 5 June 2023

Interview dates: w/c 19 June 2023

