



**HARRY WATTS
ACADEMY**

SUPPORT AND SUCCESS TOGETHER

**Harry Watts Academy
Deputy Headteacher
Applicant Pack**



Contents

The Press Advertisement

Welcome from the Chief Executive

Welcome from Chair of the Trustees

Who are Prosper Learning Trust?

Summary of Provision and Governance Structures

Deputy Headteacher Job Description and Person Specification

Candidate Information

Living in the North East

How to Apply



GILBERT WARD
ACADEMY



HARRY WATTS
ACADEMY



MARY ASTELL
ACADEMY



THOMAS BEWICK
SCHOOL



PROSPER
LEARNING
TRUST

Press Advertisement

Deputy Headteacher, Harry Watts Academy

Start date: January 2024 (Earlier by arrangement)

Closing date: Monday 9th October at noon

Salary: L14 £61,042 - L18 £67,351 (pending pay award)

Permanent Position

Harry Watts Academy is a relatively new specialist free school in Sunderland, which was opened in September 2020 for autistic pupils aged between five and sixteen years. All pupils who attend Harry Watts Academy a diagnosis of ASC, a complex learning need and a respective EHCP. We pride ourselves on having a shared belief that all children have a right to the best education that can be provided and a learning and working environment where all are respected, valued and achievements celebrated. Harry Watts Academy is a split site school, with locations in both Sunderland (Redhouse) and Washington (Harraton). Currently, our Engage and Explore pathways are based at Redhouse and our Discover pathway is based at Harraton.

Although the Academy is only in its third year of operation, we have established ourselves quickly in the specialist sector. Harry Watts Academy is a popular choice for parents and as a result, the Academy has grown quickly and is currently oversubscribed.

Due to the internal promotion of the Deputy Headteacher, we require a forward thinking Deputy Headteacher to join the successful leadership team to continue success, both now and into the future. Reporting directly to the Headteacher, you will ensure the vision, values and ethos of Prosper Learning Trust are at the core of the development of the school 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.

Whether you are a serving Deputy Headteacher or a successful senior leader looking for a new challenge, what is clear is that you will have an exceptional track record of success, specifically in relation to curriculum development and implementation with positive outcomes for all pupils regardless of background or ability.

Prosper Learning Trust is at a very exciting stage in its development. We will provide you with the resources and support you need in your efforts to excel in your role.

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.

Please note: We can only accept CVs when accompanied by a fully completed application form.

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.

If you would like to discuss the post before applying contact, Louise Hindmarch, Headteacher of Harry Watts Academy at admin@harrywattsacademy.co.uk to arrange an informal chat.

Closing date: Monday 9th October 2023 at noon

Interview Dates: Tuesday 17th and Wednesday 18th October 2023

Prosper Learning Trust and Harry Watts Academy are committed to the safeguarding of children and young people. An enhanced disclosure from the DBS will be required for this post.



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 Deputy Headteacher at Harry Watts Academy.

Prosper Learning Trust (PLT) formed in January 2018 and now consists of five academies: three 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 most recent exciting step in the growth of Prosper Learning Trust is the newly opened special free school in Blyth; Gilbert Ward Academy which welcomed the first children in September 2023. The school is a hybrid ASD/SEMH school for 80 key stage 3 and key stage 4 pupils. The Trust now operates across three Local Authority areas, educates in the region of 700 pupils and employs over 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 the Head Teacher, the Central Team and members of the Local Advisory Committee 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.

Yours faithfully



Chris Richardson
Chief Executive Officer



Welcome from Chair of Trustees

Dear Applicant

Many thanks for your interest in the post of Deputy 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

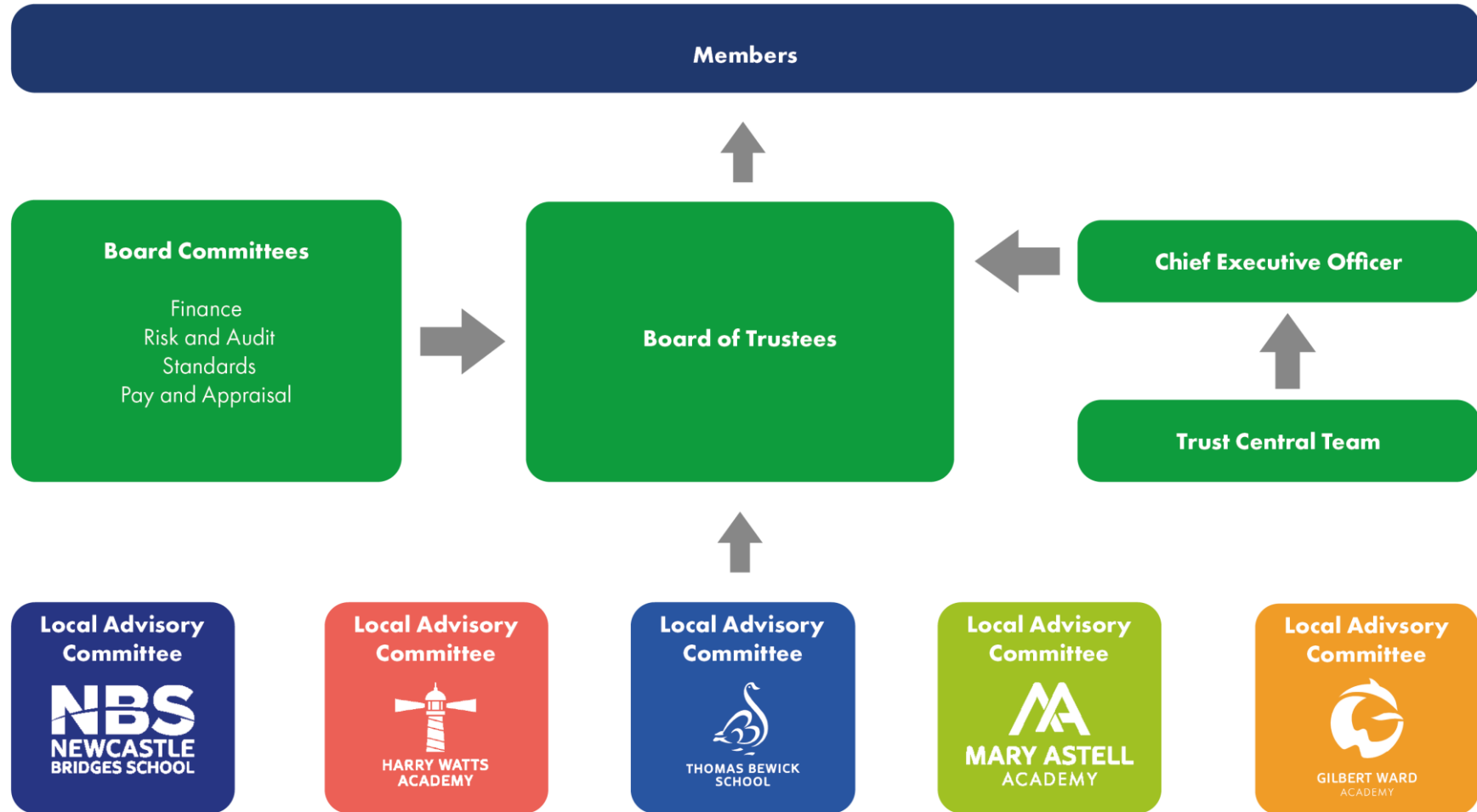
The Board of Prosper Learning Trust has two core functions, which are to set the strategic direction of the organisation and to ensure a robust system of governance.

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.

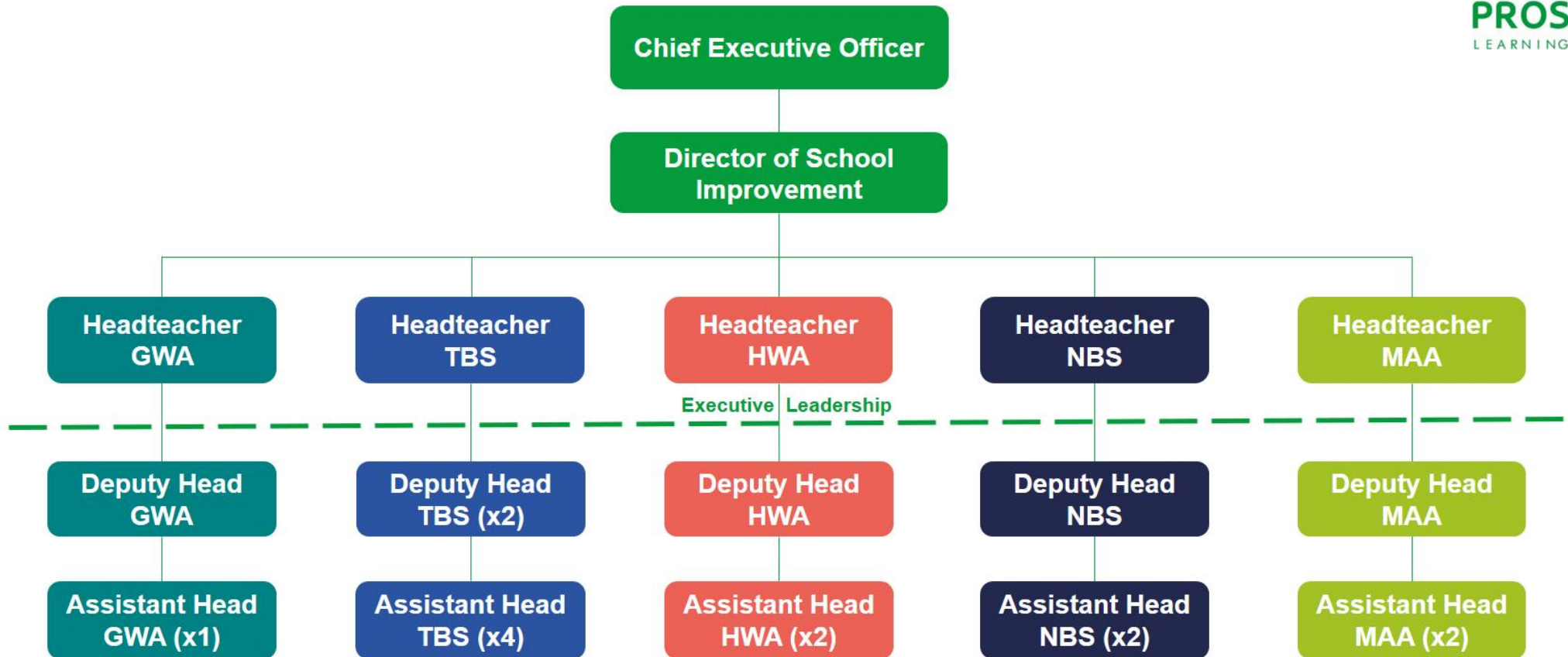




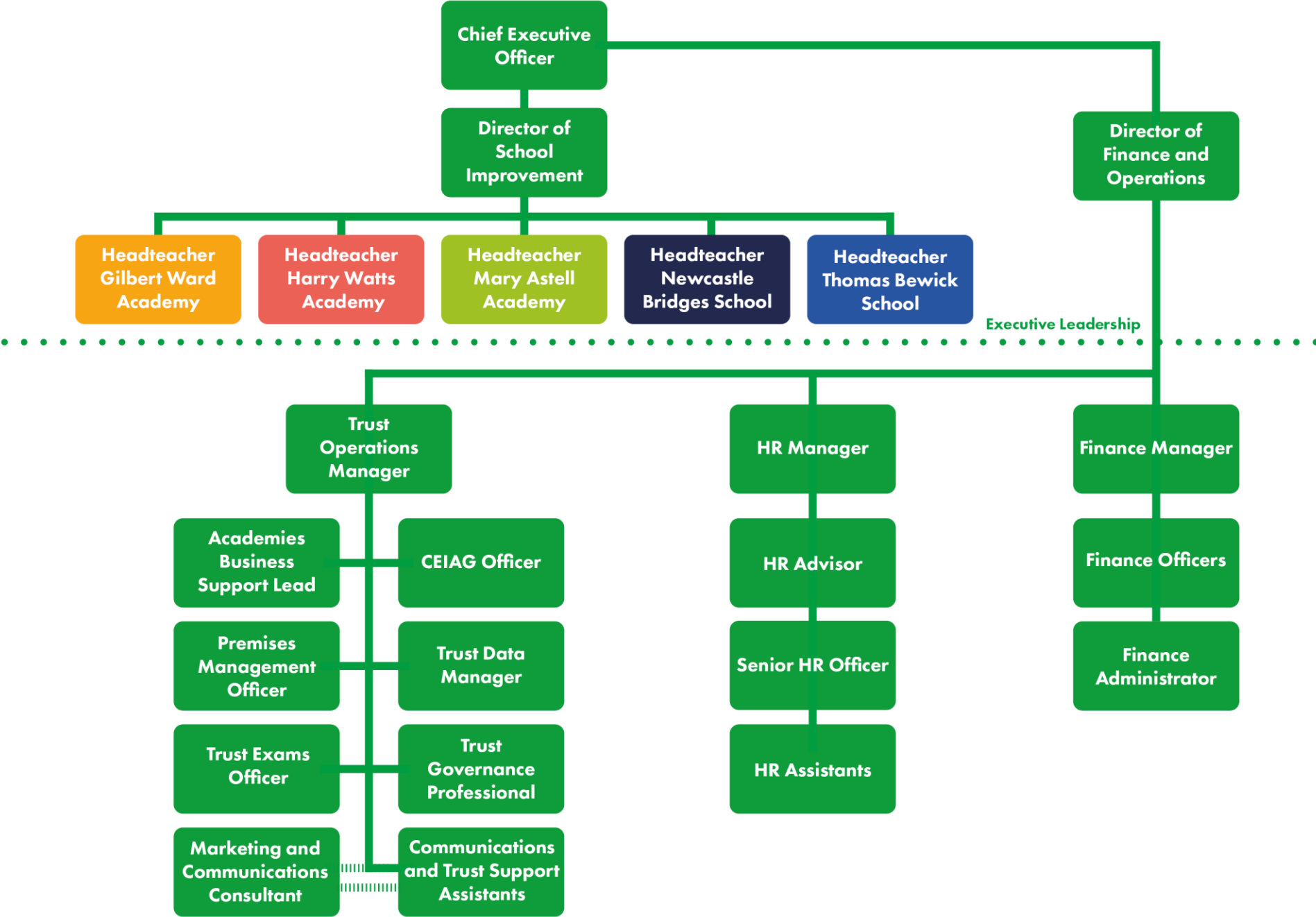
Governance Structure



PLT Leadership Structure



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.

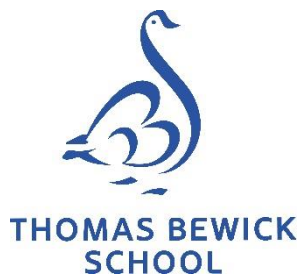
The Kenton site is a Newcastle Local Authority commissioned provision offering education to pupils 11-16 years old who are unable to access mainstream school due to medical and mental health needs.

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.



Gilbert Ward Academy, opened in September 2023, is 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 provides education for up to 80 children aged 11-16, because of the increased demand within the Northumberland special school system.



Job Description

Post Title	Deputy Headteacher
Salary Grade	L14 - 18
Reporting To	Headteacher
Line Management of	Assistant Headteachers, Middle Leaders
Responsibilities	To assist the Headteacher in leading, managing, organising and developing the school and its staff. To deputise for the Headteacher as required. To carry out other leadership and management responsibilities or tasks allocated. To carry out the professional duties of a teacher.

Job Purpose (including main duties and responsibilities)

- To ensure the vision and values of Prosper Learning Trust are core to the development of the school
- To support the Headteacher and other senior colleagues in formulating the aims and objectives of the school; establishing the policies through which they will be achieved; managing staff and resources to that end; and monitoring progress towards their achievement
- Carry out the professional duties of a Deputy Headteacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum
- Undertake the professional duties of the Headteacher in the event of their absence from school as required by the Local Advisory Committee
- Assist the Headteacher and the Senior Leadership Team in the management, organisation and running of the school, including assisting in the development and implementation of school aims, procedures, policies and practices
- Manage staff and resources in a specified area of responsibility
- Manage and monitor budgets for a specified area of responsibility
- Act as a 'critical friend' and provide effective professional challenge and support to the Headteacher and Senior Leadership Team

Leadership, Strategic Direction and Development

- Support the aims, vision and policies of the school and promote high levels of achievement
- Assist in the creation of the School Development Plan and take a lead role in implementing specific objectives
- Support staff in achieving priorities and targets which the school sets for itself, and provide them with support and guidance in implementing schemes of work
- Support the evaluation of the effectiveness of the school's policies and procedures and cover issues of inclusivity

- Ensure that parents are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement
- Demonstrate good teaching practice and innovate, inspire and motivate other staff
- Promote teamwork and trust and be a professional role model for other staff
- Participate in, and where appropriate, lead staff training and development
- Assist the Headteacher in the implementation of performance management systems
- Work with SLT members to provide effective induction of all new staff

Teaching and Learning

- Support the Headteacher to develop the appropriate pedagogy for pupils in the school
- Support the Headteacher in determining and delivering an appropriate curriculum for the school and ensure that each pupil's education programme meets their individual needs
- Support the Headteacher in the monitoring of the quality of teaching and pupils' achievements in a designated area of provision including the analysis of performance data
- Support the Headteacher in developing links with parents, other schools, educational institutions and the wider community, in order to enhance teaching and learning and children's personal development

Effective Deployment of Staff and Resources

- Demonstrate good teaching practice and innovate, inspire and motivate other staff
- Promote teamwork and trust and be a professional role model for other staff
- Participate in, and where appropriate, lead staff training and development
- Assist the Head Teacher in the implementation of performance management systems
- Work with SLT members to provide effective induction of all new staff
- Support the Headteacher in the appointment, deployment and development of staff to make most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities
- Support the Headteacher in the management and organisation of relevant groupings of children to ensure that effective teaching and learning takes place and that children's personal development needs are met

Specific Responsibilities

Under the direction of the Headteacher the Deputy Headteacher will:

- Develop a vision for the school's curriculum to ensure it fits the needs of all pupils
- Ensure the curriculum is broad and ambitious
- Provide a range of subjects and qualifications which are suitable for the needs of all pupils
- Support Curriculum Leads in planning and sequencing their curriculum to ensure it enables all pupils to gain the relevant knowledge and understanding in each subject

- In liaison leaders, improve teachers' practice and in turn pupil outcomes
- Work with leaders to further develop and refine assessment processes enabling teachers to accurately assess pupils' knowledge and understanding of the planned curriculum so that strengths can be highlighted, and weaknesses can be addressed quickly
- Liaise with Curriculum Leads to ensure that all curriculum plans, and teaching, learning and assessment practices are accessible to all pupils
- Carry out quality assurance practices with other senior leaders and curriculum leads to an agreed timetable
- Where areas for improvement are identified, draw up action/support plans so that teachers can learn from best practice in the school
- Encourage all Curriculum Leads and their teams to engage with Trust wide professional development opportunities and sharing of practice
- Oversee all policies and procedures relating to the quality of education
- Liaise with senior staff on staffing and timetabling requirements
- Chair Curriculum Lead meetings to ensure implementation of the school's strategic plans
- Ensuring high quality support for trainees, Early Career Teachers (ECTs) that meet statutory requirements
- Oversight of the appraisal process

Managing people and developing strong working relationships

- Advise the Local Advisory Committee, Headteacher and CEO on the recruitment and selection of staff
- Ensure all teaching and support staff are fully informed of strategic and operational objectives
- 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
- Implement Prosper Learning Trusts 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 Trusts 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 recognise that they are accountable for the success of the school
- Participate in CPD in pursuit of school improvement and disseminate learning to appropriate school 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 school
- 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 Headteacher and colleagues in the School Leadership Team
- Provide information, advice and support to the Headteacher to enable them to meet their responsibility for securing effective teaching and learning, high achievement and value for money
- Contribute to the regular Headteacher report to each meeting of the Local Advisory Committee on matters pertaining to the specified area of responsibility
- Work with the Headteacher 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, Local Advisory Committee or Headteacher that are commensurate with 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 school 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.



GILBERT WARD
ACADEMY



HARRY WATTS
ACADEMY



MARY ASTELL
ACADEMY



THOMAS BEWICK
SCHOOL



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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		A/I
Evidence of relevant professional development at senior leadership level	Working towards NPQH	A
Evidence of recent relevant professional development and training in specified area of job role	Recent safeguarding training	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 SEND pupils	A/I
Experience of collaborative working with vulnerable families and multi-agency teams to support pupils and their families		A/I
Experience of change management	Experience of leading on change management	A/I/R
Experience 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	Experience as a lead for appraisal	A/I
Experience of contributing to the planning and evaluation of a School or Departmental Development Plan or sections thereof		A/I
Experience of using a range of tools and evidence, including learner performance data, to monitor and evaluate aspects of a provision		A/I
Experience of working successfully with governors, parents, Local Authority or other stakeholders	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	A/I

	Has undertaken the role of Designated Teacher for Children in Care and Previous Children in Care	
Abilities and Skills		
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 Deputy 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
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 issues around equality, diversity and well-being	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 work under pressure		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: admin@harrywattsacademy.co.uk

Website: www.harrywattsacademy.co.uk

2. Specific Details

Employer: Prosper Learning Trust

Date of Appointment: January 2024

Salary Range L14-L18



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.



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: jobapplications@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: By appointment (to arrange a visit please email admin@harrywattsacademy.co.uk)

Closing date: Monday 9th October at noon

Interview dates: Tuesday 17th and Wednesday 18th October 2023

