



MARY ASTELL ACADEMY

PREPARATION FOR SUCCESS
IN A CHANGING WORLD

Mary Astell Academy Deputy Headteacher Applicant Pack



PROSPER
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GILBERT WARD
ACADEMY



HARRY WATTS
ACADEMY



MARY ASTELL
ACADEMY



THOMAS BEWICK
SCHOOL



PROSPER
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TRUST

Press Advertisement

Deputy Headteacher Mary Astell Academy

Start date: January 2024

Closing date: Thursday 12th October 2023 12pm

Salary: L13 £59,558 - L17 £65,699 (pending pay award)

Permanent Postion

Mary Astell Academy is a Prosper Learning Trust Alternative Provision Academy established in September 2018. Based in the West End of Newcastle, the academy works with young people aged 11 to 16 who have been permanently excluded from mainstream education. We provide access to a full-time, broad and balanced education appropriate to pupils' potential and educational needs and encourage their reintegration back into a mainstream school setting wherever possible.

Our young people are also able to access a wide range of therapeutic interventions to support them in recognising and understanding triggers for their behaviours and explore strategies that support them in dealing with these. We recognise that ACEs and traumatic experiences have often impacted upon the lives of our young people and that for many of them not only have they survived but have shown great strength in doing so. At Mary Astell we seek to restore them and help individuals return to a path towards happy and fulfilling adult lives.

Recently the academy has successfully extended its offer to include early intervention work with schools to support young people who may be at risk of permanent exclusion, or who are displaying behaviours which are impacting upon their academic and personal growth. This aspect of work is now embedded for the secondary phase and we are now looking to repeat this success with a pilot out-reach project for primary schools.

This is an exciting opportunity; 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.

Reporting directly to the Headteacher you will be skilled in working collaboratively with staff, stakeholders and partner organisations at all levels to maximise the educational opportunities for children and young people with complex needs.

The aim will be to ensure that every pupil has an outstanding educational experience with individual pupil progress and care at the heart of what is offered.

You will support the Headteacher to ensure the vision, values and ethos of Prosper Learning Trust are at the core of the academy while implementing Trust systems and protocols to facilitate its smooth running and continuing development.



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, helping to create and develop 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.

Whether you are a serving senior, or successful middle leader looking for your next 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.

Mary Astell Academy 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.

We can offer:

- A friendly and supportive team of staff across the Trust who are willing to share expertise and learn from one another
- An exciting and diverse learning environment where hard work and achievement are appreciated, acknowledged and celebrated
- A curriculum that is relevant to the needs of our pupils
- A well-resourced learning environment
- A supportive Trust, Trustees and Local Advisory Committee members
- Further professional development appropriate to the role

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

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. Visits are encouraged so we can share our vision and principles, and discuss this post. Alternatively, you can request a confidential conversation with Andrea Spowart, Headteacher.

Visiting dates by appointment (to arrange a visit or a phone call please email admin@maryastellacademy.co.uk)

Closing date: Thursday 12th October 2023 at 12 Noon

Interview Dates: Friday 20th October and Tuesday 24th October 2023

Prosper Learning Trust and Mary Astell 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 Designate at Mary Astell Academy.

Prosper Learning Trust (PLT) formed in January 2018 and currently 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 Headteacher to further develop, deliver and sustain educational excellence, so that all pupils are able to secure the best possible outcomes.

You will work with the Headteacher, 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 Mary Astell 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 Mary Astell 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 Mary Astell 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 passionate and experienced pro-active Local Advisory Committee and 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 Trust is 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

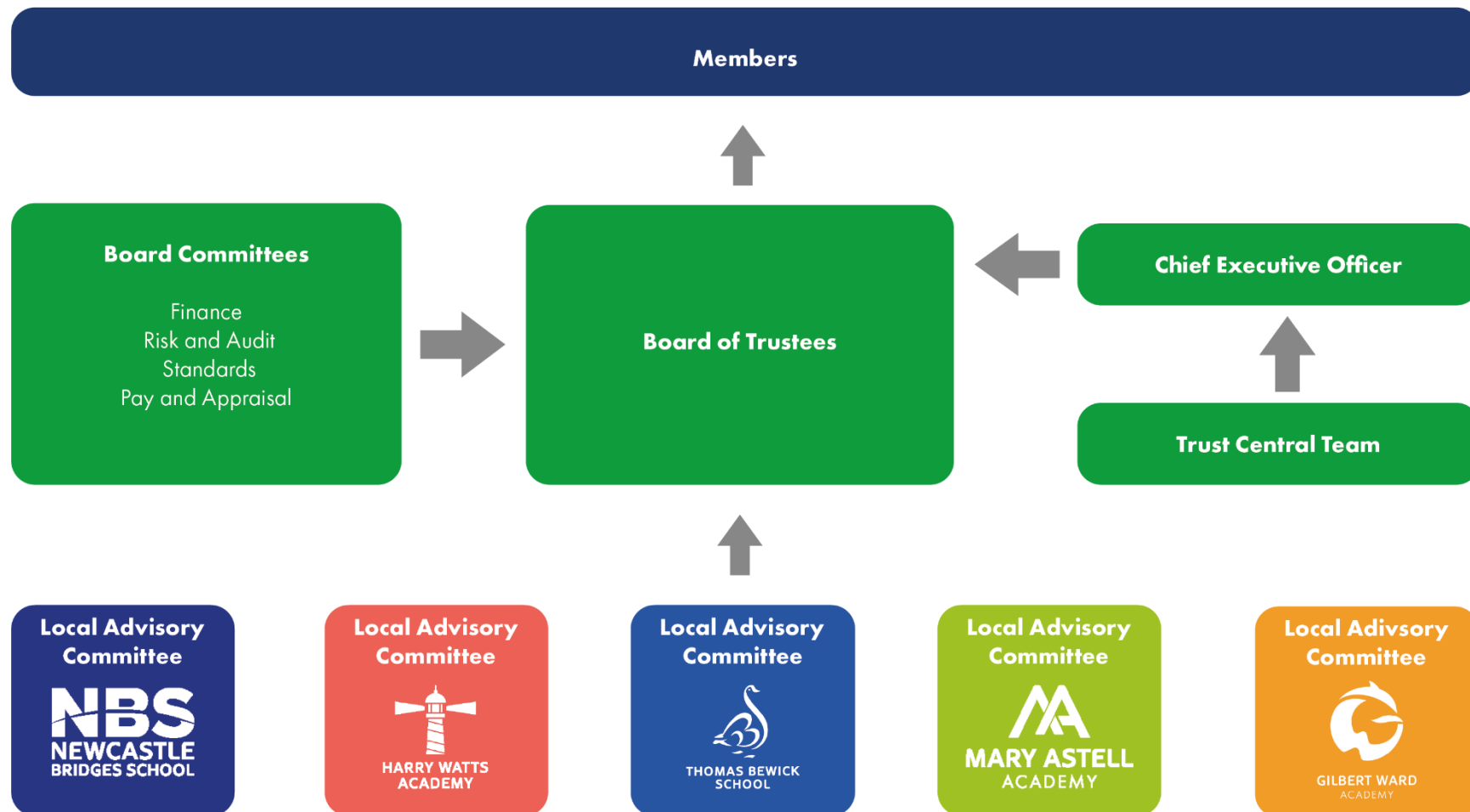
The Board of Prosper Learning Trust has two core functions, which are to set the strategic direction of the organisation and to ensure a robust system of governance.

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.

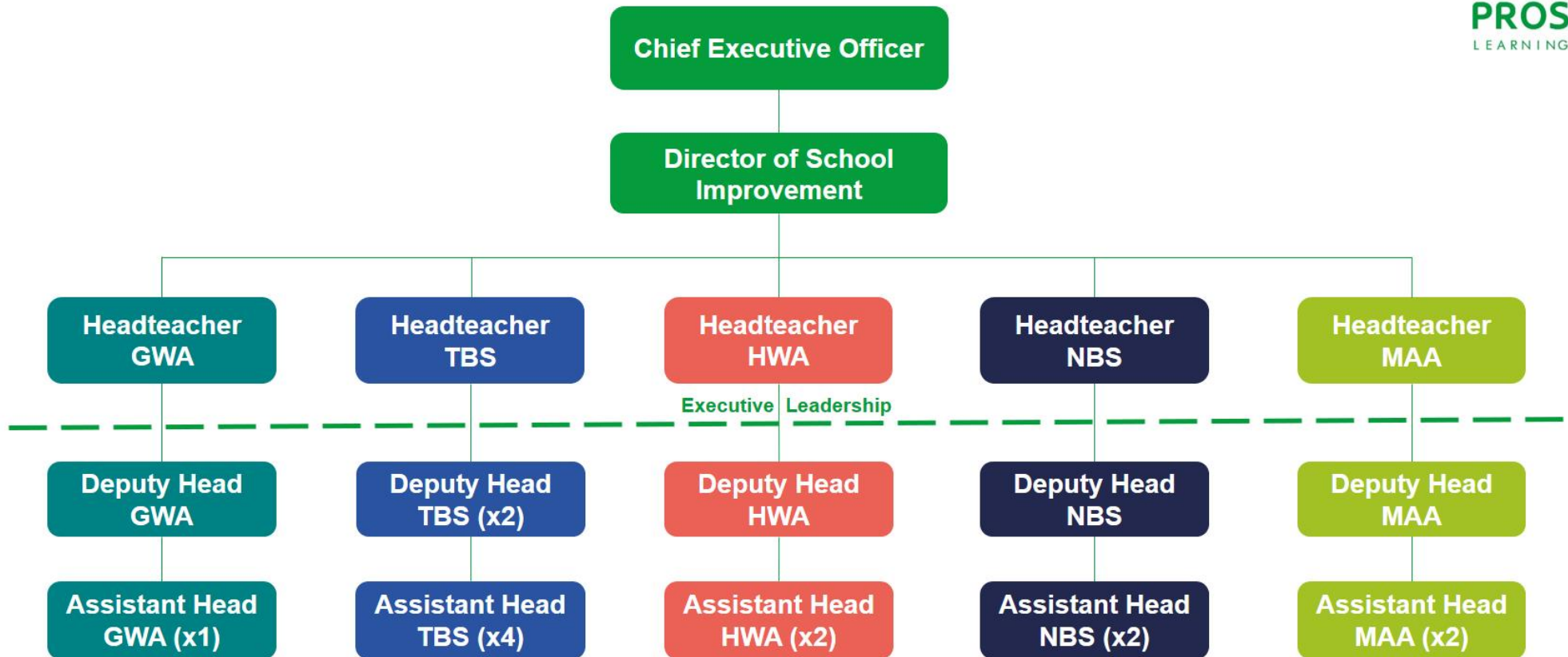




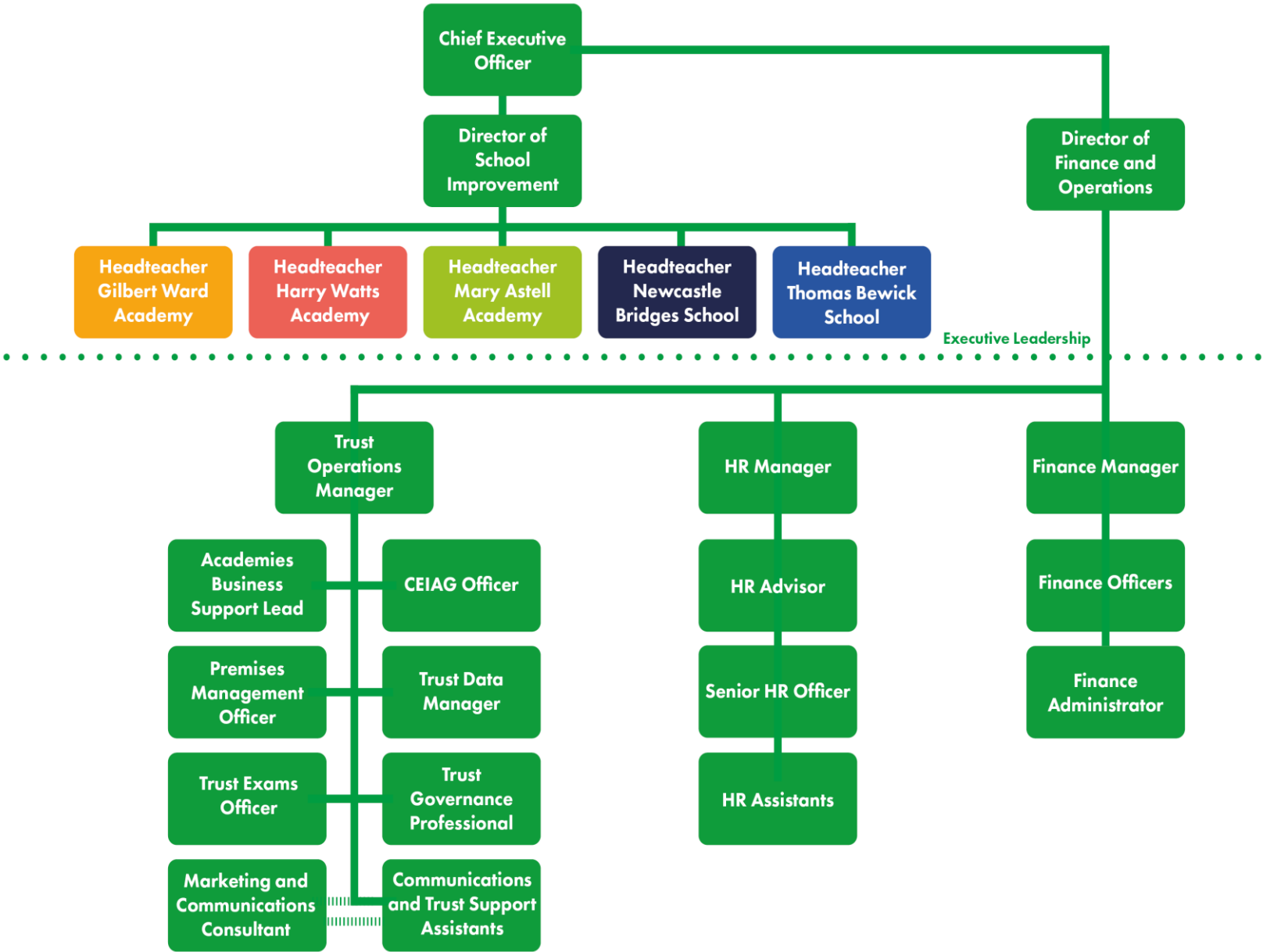
Governance Structure



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.

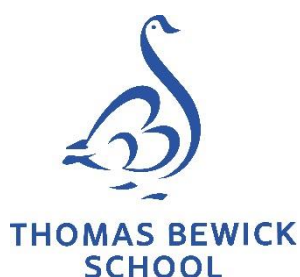
The Kenton site is a Newcastle Local Authority commissioned provision offering education to pupils 11-16 years old who are unable to access mainstream school due to medical and mental health needs.

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.





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.



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.



Harry Watts Academy is a specialist school for up to 156 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 2022, 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 will be to address the autism-specific barriers to learning so that our pupils are able to take advantage of learning opportunities.



Job Description

Post Title	Deputy Headteacher
Salary Grade	L13 – 17
Reporting To	Headteacher Mary Astell Academy
Line Management of	Assistant Headteachers, Middle Leaders
Responsibilities	To provide support to the Headteacher of the Academy to the highest professional standards

Job Purpose (including main duties and responsibilities)

- Assist the Headteacher in ensuring Mary Astell Academy contributes to achieving the strategic aims of Prosper Learning Trust, operates within, and promotes, the Trust's values
- Assist the Headteacher in the operational & strategic management of Mary Astell Academy
- To support the Headteacher in 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
- Support and deputise for the Headteacher as and when required, undertaking the professional duties of the Headteacher during their absence.
- Be a member of the Senior Leadership Team and deliver the vision and values of the curriculum at Mary Astell Academy to overcome pupils' barriers to learning, equipping them with the skills they need for transition to the next stage of their life
- Play a major role under the overall direction of the Headteacher in formulating and reviewing the Academy Development Plan and the aims & objectives of the academy through:
 - Establishing the policies through which they shall be achieved
 - Managing staff and resources to that end
 - Monitoring progress towards their achievement
- Make a positive contribution to the vision and leadership of Mary Astell Academy by helping shape the academy's future and ensuring that everyone is enabled to contribute effectively to its progress
- To demonstrate a dynamic and professional leadership style, which motivates staff, sets high expectations, promotes achievement and facilitates continuous self-evaluation
- To support the Headteacher 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 Headteacher to create the strategic vision, values and curriculum plan for the academy
- Support the regular capture of evaluation in the Self Evaluation File and strategic aims of the academy in an annual Academy Development Plan
- Support the Headteacher to 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 Mary Astell 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
- Gain and maintain the respect and trust of all stakeholders, inspiring individuals to contribute positively to shared ideas and plans
- Support the Headteacher to ensure that the provision reflects the highest professional standards and receives positive Ofsted reports
- Support the Headteacher to ensure that all statutory requirements are met
- Contribute to the formulation of the academy's policies and procedures concerning resource management.
- Contribute to the allocation, control and accounting for those financial and material resources of Mary Astell Academy which are delegated by the Headteacher.
- Contribute to the arrangements for the security and effective supervision of the academy buildings, their contents and grounds, including aspects of health and safety as delegated by the Headteacher.
- Supporting the Headteacher in the promotion of an attractive environment which stimulates learning and enhances the appearance of the academy.
- Assist in developing 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
- Line management of all subject leads and SENDCo across Mary Astell Academy
- Leading & coordinating the operational & strategic responsibilities and actions of the subject leads; this to include intervening and supporting individual staff to improve their performance, as discussed / directed by the Headteacher.
- Ensuring the effective operation of systems for the quality assurance of teaching and learning
- Appraisal of teaching and non-teaching staff within Mary Astell Academy
- Academic subject reviews at various points within the academic year

Teaching and Learning

- Secure and sustain high quality teaching and effective learning across the academy
- Devise and deliver a curriculum model that will address the barriers to learning of pupils attending the academy, which motivates pupils and is personalised to meet individual needs
- Development and delivery of the academy timetable and any in year adjustments
- Development & implementation of academy policies on curriculum, teaching and learning, assessment, recording and reporting.
- Ensuring that the learning and teaching provided by different subject areas and teaching teams form a co-ordinated, coherent and sequenced curriculum entitlement for individuals.
- Ensuring that individual pupil's continuity of learning and effective progression of achievement are provided.
- Ensure that all statutory elements of RSE and SMSC are delivered as part of the curriculum
- The promotion and incorporation of character developing educational activities in accordance with the educational aims of the academy.
- Development of and contribution to delivery of the annual CPD programme
- 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
- Ensuring that information on pupils' progress is used to
 - Improve teaching and learning
 - Inform and motivate pupils
 - Inform parents / carers
 - Inform external agencies and other educational settings
 - Provide necessary references for other educational institutions and employers
 - Aid the LAC in their future management of 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
- Lead on academy development initiatives as directed by the Headteacher
- Support the development of strategies that will promote 'Learner Voice' and involve pupils in a meaningful way

Pupil Welfare

- The development, organisation and implementation of Mary Astell Academy's policy for the personal and social development of pupils including pastoral care and guidance.
- The effective induction of pupils across all year groups within Mary Astell Academy.
- The determination of appropriate pupil groupings.
- The promotion among pupils of standards of conduct/discipline and a proper regard for authority and the encouragement of good behaviour.
- The development among pupils of self-discipline and good attendance.
- The handling of individual pupil disciplinary cases.
- Development of a high level of attention to effective relationships within the academy and between the academy and the local community
- Providing nurturing and attentive pastoral care for all pupils
- Pupils' needs being identified through their EHCP targets and supporting systems and practices through which they are met
- The health and care needs of each pupil being assessed and consistently met
- Providing opportunities for pupils to understand and adopt healthy behaviours and lifestyles
- Providing opportunities for pupils to develop their spiritual, moral, social and cultural understanding

Partnerships

- To advise and assist the Headteacher and / or LAC as required in the exercising of their individual or collective functions including attending meetings, construction and presentation of formal reports as required.
- To advise and assist the Headteacher in the development and implementation of the staff disciplinary procedure.
- To help in maintaining and developing effective communications and links with parents /carers and to provide positive responses to concerns and problems regarding their children's education.
- To assist liaison with other educational establishments in order to promote the continuity of learning, progression of achievement and curriculum development.
- To develop and maintain positive links and relationships with the community, local organisations and employers.
- Liaison with and maintenance of effective working relationships with professional bodies, external agencies and services contracted to work for Mary Astell Academy.
- The development and maintenance of additional productive relationships with appropriate outside professional bodies, agencies and stakeholders.
- To promote a positive image of Mary Astell Academy
- To ensure that Mary Astell Academy plays a constructive role in the life of the community and that its curriculum draws on the nature and resources of that community.

Managing People and Developing Strong Working Relationships

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Support the Headteacher to ensure all teaching and support staff are fully informed of strategic and operational aims
- Provide inspirational leadership and guidance for staff
- Manage own workload and that of others to allow an appropriate work/life balance
- 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
- Support the Headteacher in creation and development of an organisation in which staff recognise 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



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Safeguarding Pupils

Support the Headteacher to:

- 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

Accountability

- Work closely with the Headteacher and Local Advisory Committee
- Provide information, objective advice and support to the Headteacher to enable the academy to meet its responsibilities for securing effective teaching and learning, high achievement and value for money
- Contribute to presenting a coherent and accurate account of the academy's performance in a form appropriate to a range of audiences, e.g. Director of School Improvement, Local Advisory Committee and parents/carers
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement
- Work with the Headteacher and Director of School Improvement 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 and Headteacher 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
- To carry out the duties of an academy teacher as set out in the current Academy Teachers' Pay and Conditions Document.
- To carry out the duties of a general class teacher as detailed in the Mary Astell Academy class teacher job description, including the provision of cover for absent staff if required.

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 Headteacher to reflect or anticipate changes in Mary Astell's or Prosper Learning Trust priorities or the job commensurate with the job grade and title.

The post holder will be deployed at Mary Astell Academy, but will be expected to work at any Prosper Learning Trust site should the need arise.

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	Higher degree or other post graduate qualification	A/I
Evidence of relevant professional development at senior leadership level		A
Evidence of recent relevant professional development and training, including safeguarding		A
Commitment to further develop own professional knowledge and skills		A/I
Experience		
Substantial experience of successful leadership at middle or senior level	Experience with vulnerable/SEN pupils 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 curriculum design that reflects the needs of the pupils	Experience of creating and implementing a school timetable	A/I/R
Experience of managing and leading a staff team		A/I
Experience as an appraiser		A/I
Experience of contributing to planning and evaluating a school, area or department 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 within a team and independently	Successful experience of working with a range of stakeholders and/or diverse community	A/I



Knowledge and experience of the common inspection framework in a leadership and management role (Ofsted)		A/I
Evidence of contributing to the implementation of an effective whole school safeguarding policies and practice		A/I
Abilities and Skills		
To support the development and communication of 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 Deputy Headteacher and being able to delegate effectively		A/I
Experience of leading and managing a 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		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 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 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: Mary Astell Academy, Linhope Road, Newcastle upon Tyne, NE5 2LW

Phone: 0191 2674447

E-mail: HRAdmin@prosperlearningtrust.co.uk

Website: www.prosperlearningtrust.co.uk

2. Specific Details

Employer: Prosper Learning Trust

Date of Appointment: January 2024

Salary Range L13 – L17



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Living in the North East

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

- Newcastle upon Tyne is a vibrant university city on the north bank of the River Tyne in northeast England. With its twin city, Gateshead, on the south bank, they were major shipbuilding and manufacturing hubs during the Industrial Revolution and are now centres of business, arts, sports and sciences. The cities are renowned for their residents' Geordie accent, traditional and modern architecture and, spanning the Tyne, their bridges. One of which, the Gateshead Millennium Bridge, is noted for its unique tilting aperture.
- 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 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 Friday 20th and Tuesday 24th October 2023. 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@maryastellacademy.co.uk)

Closing date: Thursday 12th October 2023 at Noon

Shortlisting: Monday 16th October 2023

Interview dates: Friday 20th and Tuesday 24th October 2023

