



PRINCE ALBERT COMMUNITY TRUST

RECRUITMENT PACK





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LETTER FROM THE CEO AND DEPUTY CEO

Dear Candidate

Thank you for taking the time to download the application pack and expressing your interest in the current vacancies at Prince Albert Community Trust.

This pack has been developed to provide you with a summary of all the information you need to consider when applying for a job within PACT and to decide whether we are 'right' for you.

Within the pack you will find a brief summary about the trust and details of how to apply for this post should you choose to make an application.

We wish you every success with your application and we look forward to meeting you soon.

Sajid Gulzar



Phillipa Sherlock-Lewis



WELCOME FROM OUR CEO

I was born and have grown up in inner city Birmingham. As a child I attended Highfield Junior & Infant School, a large Victorian built primary school in the Saltley area of the city. I was delighted when Highfield joined our family of schools, becoming the third member of the Prince Albert Community Trust (PACT) in 2016. My parents were first generation immigrants from Pakistan and from a very early age instilled in me the value and transformational power of education, a journey that I began at Highfield in 1978 as a four-year-old who spoke no English.



My background and experiences give me a unique insight into the communities I currently serve as Executive Headteacher and CEO of PACT. We have many children at our ever-growing group of PACT schools and I have the same high expectations for all of them. We understand that from time to time some of our children and families experience very challenging circumstances, we are clear in our belief however that there is no excuse for underachievement and that regardless of their situation; all of our students will fulfil their potential. It is this belief that was the genesis of the idea of Prince Albert High School and led to its conception.

PA High is without a doubt the most exciting project I have had the privilege to be involved in. The school opened in September 2021 next to the Athletes Village of the Birmingham Commonwealth 2022 Games. It will provide the opportunity for us to continue to educate our PACT primary aged children through to 16 and 18 years old. As educators and those responsible for building the foundations for future educational success for our children, we believe that everything that happens in our schools has to be good enough for our own children, if we are to accept it as good enough for the students that we serve. I insist that all staff have to buy into this philosophy. This message has been embraced by staff and as a result: all of the PACT schools provide an excellent quality of education led by a dedicated and talented Senior Leadership Team. I would be proud to send my own children to any of our schools.

I lead a highly committed and talented group of people who go above and beyond on a daily basis in order to ensure that our students get the most out of their primary school education. We value highly and invest heavily in staff development in order that we have the very best people working with our children. PA High will enable us to continue to do this and take the responsibility for preparing our children for adult life.

For many of our students, as it was for me, growing up in inner city Birmingham, this is their one chance to secure a future for themselves and their families. The gravity of our responsibility must never be underestimated.

Sajid Gulzar OBE

WELCOME FROM OUR DEPUTY CEO

I am a mom of five wonderful children and I passionately want the very best for each and every one of them, they are all unique individuals which means no one model suits them all. What I want for them is the same as any parent would want for their child; the very best. The best school, the best teachers, the best opportunities, the best sports coaches, the best dinner staff and the best pastoral care in order to ensure they are happy, safe and successful, today and in the future.



I have worked as a teacher and leader in numerous schools across Birmingham for the last 22 years. Being the Deputy Chief Executive Officer for The Prince Albert Community Trust is an exceptionally privileged position which enables me to strive and achieve for PACT children what I want for my own. One of our mantras is “we work this hard because we believe that our schools have to be good enough for our own children...we hope someone will work this hard for our children.”

Key to achieving our PACT vision of “united we are world class” is one of my core principles; developing people. I believe by inspiring and developing staff we will inspire and develop our students and so we work extensively to personalise the learning for all. I feel blessed to work with the children, staff, and trustees of the PACT. My role allows me to work with and for all of our schools. Having a strategic overview of their strengths and areas for development, we work tirelessly to support each other across the PACT working in true collaboration.

We actively seek and positively welcome challenge, feedback and suggestions. Please feel free to see any of our staff, myself, or our feedback section on our websites and help us on our journey. The door is always open.

Phillipa Sherlock-Lewis

OUR PHILOSOPHY

We want our school leavers to have a strong sense of purpose and for them to understand that they can benefit from society but more importantly can be a benefit to society. We want our pupils to be hard working, ambitious and resilient. They will understand their rights and responsibilities as British citizens and their roles in improving their neighbourhoods and communities. They will have every opportunity to develop their emotional intelligence and decision making skills. They will develop an understanding of local, national and international issues and will have an awareness and understanding of their position as global citizens.

We have a fundamental and strongly held belief that our pupils have the potential to achieve the highest academic standards and to compete with high achieving pupils locally, nationally and internationally. We want to prepare our children for the very best job opportunities the world has to offer, to make this possible we are developing working partnerships with leading universities and business regionally, nationally and globally. The success of our schools is built on the relationship we enjoy with our families based on mutual trust and an understanding that we only want the very best for our pupils.



OUR PURPOSE, AMBITION AND VALUES

OUR PURPOSE

*Enable every pupil to succeed at school
and in life*

OUR AMBITION



Exceptional pupil welfare



Exceptional education



Exceptional people



Exceptional infrastructure



Sustainability



OUR VALUES

In all that we do we demonstrate:

Passion – inspiring a love of learning and being determined to make a difference

Aspiration – wanting the very best for our pupils, our families, our communities and our staff

Collaboration – working positively with each other, with parents and carers, other stakeholders and partners to achieve our goals

Trust – acting with integrity, being reliable and caring to create a safe and respectful environment for all to learn and work in

SAFEGUARDING POLICY

CHILD SAFEGUARDING POLICY

The Trust is committed to Safeguarding and Promoting the Welfare of all its students. Each students' welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at PACT, their behaviour may be challenging, we will always take a considered and sensitive approach in order that we can support all our students.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings; and
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting'

KEEPING CHILDREN SAFE IN EDUCATION 2022

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2022. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

Please visit each school's website by clicking on the images below for their full policy.



ASSISTANT HEAD TEACHER (PRIMARY)

SALARY: LEADERSHIP PAY SCALE 6 - 10

ACTUAL SALARY: £50,122 - £55,360

The Prince Albert Community Trust is seeking to appoint an Assistant Headteacher who will work alongside the Leadership Team. We are looking for an inspirational leader who has vision, passion, commitment and high expectations, someone who really wants to make a difference to the lives and futures of our children. Highly motivated and driven, applicants must have an in-depth knowledge of excellence in primary teaching practice and should have the creativity and vision to inspire and lead change but also the focus to ensure successful outcomes are achieved. You will have exceptional people management skills in order to motivate and inspire all stakeholders.

We are a friendly, professional and hardworking team in the heart of the city serving an aspirant, culturally diverse community. Our family of schools consist of Prince Albert Primary School, Heathfield Primary School, Highfield J&I School, Birchfield Primary School, Sutton Park Primary School and PA High School.

We passionately believe that staff are our biggest asset. We actively develop our staff through a personalised and bespoke CPD package that is tailored to the journey each and every individual wants to embark on. We invest heavily in our staff as we know that only through staff development will we achieve the very best outcomes for our children. We are relentless in the pursuit of excellence for all our stakeholders and firmly believe in the coaching model.

We are a developing MAT, growing steadily with the opportunity for further internal promotion.

We can offer:

- Children who love learning
- A positive and stimulating learning environment which values the contribution of all staff
- An extensive inclusion and pastoral support team
- Comprehensive induction and on-going opportunities for professional development
- Excellent CPD opportunities
- A highly supportive leadership team and executive team invested in your growth and professional development
- Opportunities for promotion and progression
- A working culture that promotes diversity, equality, and social justice
- A caring working environment where your welfare is of paramount importance
- A well-resourced MAT with a healthy budget
- An iPad for all teachers
- Commitment to School Teacher's pay and condition

Benefits:

As a PACT employee you will have access to benefits listed below:

- Subsidised Private Health Care package
- Discounted gym membership
- Retail discounts and cashback
- Free and confidential advice, information, and counselling service
- 2.5 well-being days

If you believe you possess the qualities to take on this exciting challenge then we would be delighted to hear from you! To apply for this role, please complete the online application form available [here](https://www.the-pact.co.uk). Further information about the schools, our outcomes and philosophy can be found via our Trust website: www.the-pact.co.uk

The PACT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and candidates will be required to undergo an enhanced DBS check. This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role.

Closing date: Friday 3rd February 2023, 12 noon

Post: Assistant Head Teacher (Primary)

Salary: Leadership 6 – Leadership 10

Conditions of Employment: The duties and responsibilities contained in the current Education (School Teachers' Pay and Conditions of Employment) Order apply to this post; the working time will be in accordance with the school's annual time budget, issued by the Headteacher.

Responsible to: The PACT Board of Trustees, Local Governing Body, CEO and Deputy CEO of the MAT, Head of School

JOB DESCRIPTION: ASSISTANT HEAD TEACHER

Core Purpose

To work within a collaborative strategic leadership team that has responsibility for the impact of teaching and learning, behavior and safety across a school within the PACT. You will lead a subject area across the school and have responsibility for a phase within the school.

Part 1: Leadership and Strategic Development

To undertake the professional duties of a teacher, as set out in the most recent most recent School Teachers' Pay and Conditions Document, including those duties particularly assigned by the Head of School and Deputy;

As required in the School Teachers' Pay and Conditions Document, to play a major role under the overall direction of the Head of School and Deputy in:

- a) formulating the aims and objectives of the Trust;
- b) establishing the policies through which they shall be achieved;
- c) managing staff and resources to that end;
- d) monitoring progress towards their achievement;

in accordance with the policies of the PACT and the school development plan determined by the Board of Trustees, and Local Governing Body;

- To undertake any professional duties of the Head of School and Deputy reasonably delegated by the Head of School and Deputy.
- To be a member of the strategic leadership group responsible for the educational outcomes of the MAT.

Part 2: Strategic Leadership Group: Assistant Head

- Contributing to and leading decision making and policy formation for the PACT
- Overall school development and improvement as part of the strategic leadership team
- Impact of teaching and learning across school
- Being an effective communicator within the school and its wider community.
- Encouraging good liaison, shared practice, open discussion and clear routes of communication throughout the PACT
- Actively supporting and promoting the work of the PACT in its widest sense
- Leading by good example in all areas of work
- Working closely with senior staff to provide clear strategic management guidance
- To ensure open lines of communication that enables the local Governing Body to play an appropriate part in the leadership of the school.

Part 3: To lead a subject area across school

Responsibility for whole school self-evaluation. Working closely with members of the strategic leadership team to support the best elements of school self-evaluation across school.

- Hold staff accountable for standards
- Organise, monitor and evaluate the range of intervention strategies employed towards those pupils requiring additional support
- Lead in the monitoring and evaluation of the quality of teaching and the standards of achievement
- Monitor and evaluate the implementation of the curriculum, assessment policies and schemes of work
- Support the teaching and assessment of the curriculum with staff where appropriate
- Maintain an effective partnership with parents to improve children's achievement and attainment

JOB DESCRIPTION: ASSISTANT HEAD TEACHER

- Act as role model for others through the setting of high personal standards of classroom practice in order to develop a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.
- Report to The PACT Board of Trustees, Local Governing Body, CEO and Deputy CEO of the MAT on standards and quality of teaching
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching and mentoring.
- Line manage all staff responsible for other curriculum area
- Initiating actions to translate the needs identified through data into classroom practice
- Monitor the impact of teaching and learning across school
- Monitor and ensure the delivery of teacher professional development needs
- Be an effective team leader in the delivery of the School Performance Management Policy
- To know both phase and subject progress and attainment data, responding to need as appropriate
- Deliver training sessions ensuring they are engaging and have a positive impact.

Part 4: Role specification for leadership responsibility

As Leader of Phase to:

1. Have general oversight of the disciplinary and pastoral care of the pupils within the phase by:-

- To have the overview of disciplinary and pastoral matters
- Supporting and advising staff (especially those new to the phase or school) on effective strategies for the care and control of pupils
- Taking early intervention to prevent undue escalation of difficulties, liaising with class teachers, Inclusion / Pastoral Manager, Parents, Deputy or Head of School as appropriate
- To ensure good communication through the phase within this area.

2. Maintain oversight of curriculum delivery within the phase by:-

- Becoming familiar with the whole school curriculum framework and the particular plans and methodology for the phase
- Liaising with curriculum specialists across the school, and with the leadership team to ensure that the phase works as an effective part of the whole school team
- Taking a lead role in monitoring and evaluating the work of the phase, particularly in relation to pupil attainment and teacher expectations
- Leading/instigating curriculum initiatives within the phase
- Ensuring consistency of practice and adherence to agreed school approaches within the phase
- Leading the phase in contributing to the development of the whole school curriculum reviews

3. To co-ordinate and manage the smooth running of the phase by:-

- Organising day-to-day management and ensuring that staff within the phase are fulfilling their responsibilities
- Planning, organising and conducting regular phase meetings and leading discussions about all aspects of the work of the school
- Forming positive working relationships with colleagues across the PACT, emphasising team work as well as personal responsibility
- Demonstrating and advising upon effective curriculum delivery, classroom management and leading collective review
- Monitoring the standards of work, behaviour, co-operation within the phase in the light of whole school expectations. (establishing a phase identity which compliments that of other phases)
- Inducting staff new to the phase and also students within the phase
- Ensure effective communication, high expectations and consistency across school and the PACT

Part 5: Impact of Teaching and Learning across the PACT

This will involve:-

- Taking on system wide roles
- Engendering a strategic and moral purpose
- Focus upon enhancing the quality of learning, teaching and assessment

JOB DESCRIPTION: ASSISTANT HEAD TEACHER

- Supporting the ability of the school to be a personal and professional learning community
- A commitment to building capacity through networking and collaboration
- Developing a clear framework for developing leadership at all levels through the school
- A clear leadership role in raising standards of achievement across school

Part 6: Safeguarding

- Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.
- Evidence of implementing safeguarding and Equal Opportunities and other legislation essential for the health, safety and well-being of the school and community.
- Ensure that all statutory requirements are met.
- The policies and procedures adopted by the MAT are fully implemented and followed by all staff.
- Receive training in order to be a lead designated senior person ensuring other staff are supported in order to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

Data Protection

Ensure compliance with the Data Protection Act (2018) and General Data Protection Regulations and the Freedom of Information Act(2000).

SPECIAL CONDITIONS OF EMPLOYMENT

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions, and reprimands being considered. Any arrests, convictions caution or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure by the jobholder to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Prince Albert Community Trust's Disciplinary Procedure.

Health And Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in Prince Albert Community Trust's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Equality and Diversity

Prince Albert Community Trust is committed to equality and values diversity. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

Training and Development

The Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

PERSON SPECIFICATION: ASSISTANT HEAD TEACHER

Criteria	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Qualified teacher status or recognised equivalent 	<ul style="list-style-type: none"> • Other relevant training
Further Qualifications/ Professional Development	<ul style="list-style-type: none"> • Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning 	
Experience	<ul style="list-style-type: none"> • Experience in the leadership and management of a core curriculum area at primary school level. • An in depth working knowledge of the EYFS or Primary curriculum, assessment and good practice. • An in depth working knowledge of the National Curriculum 2014 • Demonstrate a good understanding of school improvement planning and its implementation. • Have a clear understanding of educational philosophy the use of school data from the Early Years to Year 6 (internal and external) to raise standards. • Proven experience of raising standards • Sound understanding and experience of Performance Management. • Evidence of own professional development. • Experience of partnership working with parents and the wider community. • Successful and varied teaching experience with a primary school setting. • Evidence of coaching and or mentoring others successfully 	
Skills and Abilities	<ul style="list-style-type: none"> • Ability to monitor, evaluate and plan for School Improvement. • Ability to manage the implementation of change effectively. • Demonstrate outstanding teaching skills. • A good sense of humour that allows for laughter. • An ability to work closely with others building effective relationships • Demonstrate the ability to manage and motivate individuals and teams effectively and sensitively. 	

PERSON SPECIFICATION: ASSISTANT HEAD TEACHER

Criteria	Essential	Desirable
Skills and Abilities	<ul style="list-style-type: none"> • Demonstrate a wide range of high-level communication skills including new technologies. • Ability to work to high professional standards, strategically and operationally. • Ability to show high levels of resilience • Ability to develop a culture for learning and set high expectations for achieving success for all. • Ability to use authority appropriately and exercise good judgement. 	
Other	<ul style="list-style-type: none"> • Evidence of motivation for working with children. • Evidence of ability to form and maintain appropriate relationships and personal boundaries with children. · • Evidence of emotional resilience in working with children exhibiting challenging behaviour • Designated Senior Person training or willingness to be trained 	
Suitability to work with children	<ul style="list-style-type: none"> • Responsible for promoting and safeguarding the welfare of children and young persons for whom you are responsible or come into contact with • Not barred from working with children 	

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will **not** be accepted in place of a completed Application Form.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

- Candidates should be aware that all posts in Prince Albert Community Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered not applicable where it is appropriate; if your duties have not brought you into contact with children or young people for instance.

INTERVIEW PROCESS

After the closing date, short listing will be conducted by a Panel. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary, photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

CONDITIONAL OFFER: PRE- EMPLOYMENT CHECKS

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory Enhanced DBS Check
- Verification of professional status such as QTS status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

HOW CAN I APPLY?

To apply for this role, please complete the online application form available [here](#).

Adverts Open

Monday 23rd January 2023



Shortlisting

Friday 3rd February 2023



Deadline for Applications

12 noon, Friday 3rd February 2023,



Interviews

w/c 13th February 2023

All applicants will receive an email receipt via the MyNewTerm system. The candidates selected for interview will be informed after shortlisting via the My New Term system and full details of the interview programme will be provided. If you do not hear from us within 10 working days of the closing date of this position, unfortunately you have been unsuccessful on this occasion. Please note that PACT does not provide feedback to applicants who have not been shortlisted for a post.

Prince Albert Community Trust pays full regard to 'Keeping Children Safe in Education' guidance 2022. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and an Enhanced DBS check.

The information supplied in your application, as well as any supporting documents provided at the application or interview stage, will be used as part of the PACT recruitment and selection process. All information is stored securely and all data submitted by unsuccessful candidates will be destroyed responsibly after 6 months from the date of interview.

We reserve the right to withdraw from this recruitment process at any given point.

CONTACT US

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