



**Assistant  
Headteacher**  
(Inclusion)  
Candidate Pack

Candidate Pack



**HALFPENNY  
LANE**

JUNIOR, INFANT &  
NURSERY SCHOOL

# Welcome from the CEO

Dear applicant,

Thank you for registering your interest in joining Pontefract Academies Trust. I hope the information provided will interest you and help you with the application process. Pontefract Academies Trust is a cross-phase Multi Academy Trust comprising six primaries and two 11-16 secondary schools. Currently, our schools are located within a tight geographic hub within Pontefract, with students drawn from the local community, including different catchment areas.

As the Chief Executive Officer of the Trust, I am excited by the opportunities that the next phase of our development will bring. Our family of schools has moved forward at some pace since 2018, and we aim to continue this trajectory and emerge from the pandemic with excellent outcomes and continuous improvement. As we enter 2022, the Trust has refreshed its strategic plan to reflect the next phase of its development. The Trust is clear on its strategic priorities and what levers we have to pull to deliver on our mission of running high achieving schools. The Trust is well positioned with a growing reputation for school improvement across the region, is financially solid and sustainable and all our schools collaborate strongly. I urge you to read the Trust Strategic Plan for 2021-2024 for more detail.

Pre-Covid, our six primary schools, delivered their best SATs outcomes. All primary schools achieved their highest attainment figures in meeting the national reading writing, and maths standards. From a starting position of 12% below the national average, the Trust is now 12% above and is the 22nd highest performing Multi Academy Trust in the country on this measure. In addition, our two secondary schools obtained their best outcomes; the Trust moved one of our secondary schools from special measures to a 'good' Ofsted judgment in just over twelve months. I am delighted that the journey over the last two years has seen our people shape and influence the vision and guiding principles of the Trust.

The geographic concentration of our Trust provides us with unique opportunities. Most of our students start their education in a Trust school in nursery or reception and are with us until they are sixteen. Essentially, the Trust and its schools provide an all-through education for most students of compulsory school age in Pontefract. The opportunities this affords us are enormous if one sees the journey from the early years to 16. Looking at the opportunities through such a lens and with this mindset, the possibilities become very apparent. We are not there yet, we have made a great start in benefitting from the opportunities of a "through school mindset", for example:

- The opportunity to raise attainment in all stages reduces any performance dips when students transfer.
- Effective curriculum planning and delivery so that the gaps students pick up in a subject, for example, in Year 7, can be traced back to how the subject may have been taught in Year 5. Effective curriculum planning across phases can reduce what Ofsted calls "cumulative dysfluency" – i.e., the dangers of missing knowledge. Planning not bound by phase boundaries can help students and staff.
- Improved pastoral care and the transition between phases by a more "joined-up approach" with all students, particularly those most vulnerable with SEND and additional needs.
- Improved teaching and learning by developing our rubric, sharing expertise across phases, and creating enhanced opportunities for recruitment, retention, and deployment of staff.

So, what are we looking for? Firstly, we wish to appoint positive people who want to make a difference. Being a leader at the Trust means understanding the importance of the softer skills of leadership such as the ability to communicate well, collaborate and influence a range of internal and external stakeholders. Our school leaders are achievement focused, with a strong belief in inclusive schools. You will be passionate, highly driven and have the opportunity to play a significant role in the next phase of the Trusts development.

We wish to appoint people that understand and believe in our guiding principles and values. If successful, you will be joining the Trust at an exciting time to help. Of course, it is essential that we get the right people on board – people that are not precious or territorial. We want to hear from flexible people, who with 100% backing and support, will get their hands dirty with some of our biggest school improvement challenges. Succeeding with some of our most significant projects will bring more considerable advancement and rewards for the right person.

I hope this introductory letter provides a sense of our culture and ethos and our direction of travel. If you decide to apply, we appreciate how long it takes to apply for jobs, but please do not send a general letter; we are looking for someone prepared to respond to us, respecting where we are at on our journey as a Trust. You can be sure that we will take time and care in reading your application form and covering letter.



**Julian Appleyard OBE**  
CEO



## About the Trust.

### Achievement Without Excuses.

We have an unwavering focus on achievement. This is paramount so that all of our children and young people enjoy greater life chances.

We take responsibility for ensuring that they succeed. We own our own performance and do not rest on our laurels or seek to blame others.

### Excellence As Standard.

We set high standards. "Good enough" is simply not. We do not accept second best from our students or ourselves.

The Trust aims to be a highly reliable school improvement organisation that is disciplined in its approach to improving performance. A Trust with clear plans and simple and precisely executed systems that not only develop and sustain excellent performance, but never stifle individual flair.

### Stronger As One.

We take collective responsibility for each other and the results of all of our children and young people. We enjoy sharing our success as a Trust while recognising the strengths of individuals and each school. To this end, collective accountability is rooted in a "if one fails we all fail" mentality.

As a family of schools we collaborate with each other, challenge each other and share best practice. We do not let competition get in the way of our desire to get the best outcomes for all.

## Our Mission.

Running top-quality, high-achieving schools that give our children and young people the chance in life they deserve.

## Our Vision.

Where every child and young person makes outstanding progress.

### Our People Matter.

We know that our people make a difference to the lives of our 3-16-year-olds. We want to make our schools places where great teachers want to teach, lead and build a career. Investment in the recruitment, development and retention of the best people is a top priority.

We aim to provide professional work environments where our people have the support and tools to do a great job and push our children and young people to scale new heights in a safe and secure environment.

### Pupils Come First.

Our schools are run for the benefit of children and young people, not the ease of adults. Their achievement comes first and staff in schools and the central Trust office work to this end.

The Trust aims to keep low priority tasks away from front line teachers and leaders so that they can focus explicitly on our core business of teaching and learning.

# Our Schools.

The Pontefract Academies Trust family includes a range of schools across Pontefract. We provide education from nursery, through primary and secondary.

Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children and young people.

8 SCHOOLS

# ONE TRUST



**PONTEFRACT**  
ACADEMIES TRUST



# About Halfpenny Lane Junior, Infant & Nursery School

Halfpenny Lane Junior, Infant & Nursery School is a 3-11, two form entry primary school. The school is one of the largest primary schools in the Wakefield Local Authority. The school is in a strong place with firm foundations in place as evidenced by the 'good' Ofsted inspection of 2019. In the 2019 SATs, Halfpenny Lane was the 9th highest attaining primary school of the 101 schools across Wakefield with combined outcomes of 84%. The attainment in reading, writing and mathematics for the year was significantly above national.

The school converted to academy status in 2013 when it joined Pontefract Academies Trust. Like all schools across the Trust, Halfpenny Lane benefits from strong formal collaboration with the other five primary schools, all of which are within approximately a three-mile radius. The alignment of systems and practices allows our teachers and leaders to collaborate far more easily and this has resulted in improved outcomes for pupils in the communities that we serve.

Contextually, Halfpenny Lane is below the national average for pupils on free school meals and below the national average for pupils with SEND support. Prior attainment of pupils is in line with the national average.

Each of the schools in the Trust have their own internal self evaluation schedule and school improvement plan. They each have different priorities, depending on what stage they are at on their school improvement journey. There are several improvement themes that are Trust wide priorities and these focus upon the implementation and embedding of our new reading strategy, improving outcomes for disadvantaged pupils and the further development of our new cross phase curriculum plans.



# Job Description:

## Assistant Headteacher (Inclusion)

Reporting to:	Headteacher
Salary:	Leadership L4 - L8 (£45,434 to £50,151)
Term:	Permanent - Full time
School Base:	Halfpenny Lane

### Job Purpose Summary

The Assistant Headteacher for Inclusion will take a strategic lead on the direction and development of an inclusive culture for all pupils, especially those from a disadvantaged background and/or with SEND. As a member of the senior leadership team, you should also be prepared to support the school's quality assurance processes, such as curriculum evaluation, the monitoring of standards and teacher effectiveness, tracking and analysis of results/data, behaviour management, external relations, and community links.

### Key Responsibilities and Accountabilities

- Take a significant lead in monitoring, evaluating, and developing the quality of Inclusion and SEND provision across the school and undertake the role of Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- Support leaders and wider staff on all child welfare and child protection issues.
- Support the Headteacher in the professional development and line management of staff.
- Undertake a range of rigorous quality assurance activities to report on the impact of school improvement strategies and systems and make recommendations for development and target support accordingly.
- Lead on supporting those experiencing difficulties in accessing mainstream learning, ensuring our SEND identification process and subsequent development of relevant paperwork is streamlined and to the highest quality.
- Support and develop strong working relationships with parents and those families with vulnerable pupils.
- Line manage a team of Learning Support Assistants and other selected teaching staff across the school.
- Oversee the development and evaluation of policies and practices across the school including SEND, Safeguarding, Child Protection, inclusion and attendance.
- Establish common standards of practice within inclusion and develop the effectiveness of teaching and learning to support an inclusive whole school ethos.
- Keep up to date with national developments in inclusive practice and methodology pertinent to the recently published 'green and white papers'.
- Play a significant role in contributing to operation and strategic planning, specifically the School Improvement Plan and SEF.
- Attend and lead meetings as appropriate.
- Be a visible presence around the school every day – both on the corridor and in lessons.
- Line manage leaders, teams and other appropriate areas of the school as required.
- Attend all school events.
- Develop, implement and support relevant school and Trust academic policies and procedures.

*Job description continued on next page*



*Job description continued*

## Teaching and Learning

- To be accountable for developing inclusive learning strategies that complement the Trust's Behaviour for Learning (BfL) strategy and promotes a vibrant learning environment throughout the school.
- Contribute to the development of leadership and management capacity across the middle leadership structure.
- Develop and implement action plans to help raise standards and secure improvements.
- Work with middle leaders to ensure effective systems are in place to track and monitor student progress and provide impactful interventions as necessary.
- To identify strategies for raising the attainment of pupils and to work towards these identified and agreed goals;
- Lead on the training and development of teaching staff so as to improve the quality of teaching and raise the level of challenge and support in lessons;
- Use regular assessments to monitor progress and set targets, and respond accordingly to the results of such monitoring;
- To support the Headteacher in leading whole school planning and assessment through accurate record keeping and sophisticated data analysis;
- Ensure that all pupils achieve at chronological age level or, if well below level, make significant and continuing progress towards achieving at level;
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment.

## Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required.
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Performance Management Policy.

## Safeguarding

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality, and data protection, reporting all concerns to the appropriate person.
- Be aware and support differences and ensure all pupils have equal access to opportunities to learn and develop.

## Other Duties and Responsibilities

- Promote high standards of personal professional conduct and integrity in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
- Contribute to the overall vision and values of the Trust.
- Attend and participate in relevant meetings as required.
- Be flexible and willing to work between different sites if required.
- Undertake duties that reasonably correspond to the general character of the post and commensurate with being a member of the school's senior leadership team.
- Offer information, advice and perspective to the School Performance Review Board and to any legitimate external enquiry/evaluation.
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Work effectively as part of team.
- Attend relevant meetings, as required.
- Participate in training and other learning activities and performance development as required.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Be proactive in seeking appropriate advice and guidance where required.
- Contribute to monitoring, evaluating and developing the quality of provision across the school.

Other reasonable duties commensurate with the scale of the post as directed by the Headteacher.

# Person Specification

No.	Categories	Essential/ Desirable	Assessed by:	
			Application Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	Degree educated.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of continuous professional development.	E	✓	
4.	Qualified to teach and work in the UK.	E	✓	
5.	Qualified SENDCo/working towards qualification.	D	✓	
<b>EXPERIENCE</b>				
6.	Successful experience of senior leadership at assistant or deputy headteacher level.	E	✓	✓
7.	An outstanding classroom practitioner with the highest expectations for the welfare and progress of all pupils.	E	✓	✓
8.	Proven experience in the analysis of performance data for the purposes of target setting and evaluation.	E	✓	✓
9.	Experience of monitoring and improving the quality of teaching and learning.	E		✓
10.	Have a thorough understanding of curriculum development.	E	✓	✓
11.	Experience of SEN provision and responsibilities.	E	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
12.	Knowledge of the professional teaching standards.	E	✓	✓
13.	Comprehensive knowledge of performance management requirements in an educational context.	E	✓	✓
14.	Ability to pursue challenging and rigorous questions and probe explanations.	E	✓	✓
15.	Lead, manage and co-ordinate staff through an effective team based approach.	E	✓	✓
16.	Emotional intelligence.	E	✓	✓
17.	Ability to monitor and evaluate the work of others; to offer support and intervention where necessary.	E	✓	✓
<b>PERSONAL QUALITIES</b>				
18.	A strong belief in the value of education in developing citizens.	E	✓	✓
19.	Personal resilience, persistence and perseverance.	E	✓	✓
20.	Positive and optimistic.	E	✓	✓
21.	A constant drive for improvement.	E	✓	✓
22.	Highly approachable, very grounded and makes sensible judgements.	E	✓	✓
23.	Relishes accountability and takes personal responsibility for their own actions.	E	✓	✓
24.	Able to build trust and mutual respect between pupils, families and staff.	E	✓	✓
25.	Strong interpersonal, written and oral communication skills.	E	✓	✓

# How to apply:

For further information about this exciting opportunity please contact the recruitment team at [recruitment@patrust.org.uk](mailto:recruitment@patrust.org.uk) or 01977 232146.

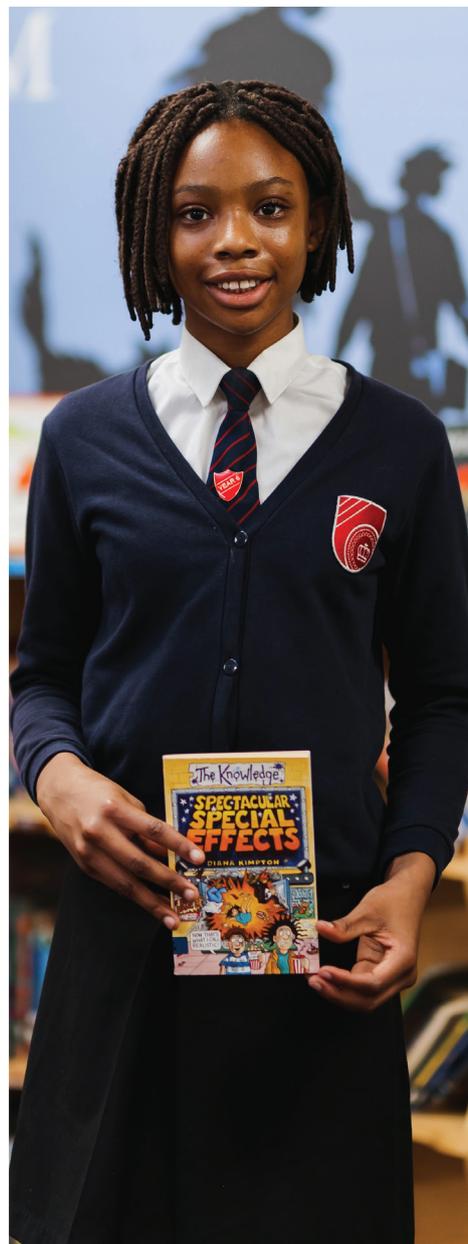
Please submit your application via the Face-Ed link on our website at [pontefractacademiestrust.org.uk/vacancies](https://pontefractacademiestrust.org.uk/vacancies) before the closing date. Please submit a covering letter which fully addresses the competence outlined in the job description and person specification. This should be no longer than 2 sides of A4.

Closing date: 23rd May 2022, 12pm

Interview date: 26th May 2022

Start date: September 2022

**We look forward to hearing from you.**



#### **Pontefract Academies Trust**

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**Twitter:** @PontefractAT

Registered Company: 08445158

The Pontefract Academies Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant pre-employment checks.