

Assistant Head Teacher Behaviour & Attendance

Candidate Information Pack



**NEAT Academy Trust Registered Office, Heaton Centre,
Trewitt Road, Newcastle upon Tyne NE6 5DY**

Trust telephone: 0191 2294080

Trust website: www.neat.org.uk Twitter: @neatschools

Benfield School telephone: 0191 2656091 Benfield School
website: www.benfield-school.co.uk

Message from the CEO, NEAT Academy Trust

Thank you for your interest in finding out more about the three currently advertised roles of Assistant Headteacher within Benfield School. This pack tells you more about our Trust, the role and the person we are looking for. The NEAT Academy Trust Youtube channel has a welcome video so you can see our trust in action and find out more about us:

<https://www.youtube.com/watch?v=cawBWv9Kv3s&t=57s>



We are at an exciting point in our journey as we expect to welcome another secondary school into our family of schools from 1st April, which will provide greater opportunities for collaboration within the trust. You can read more here: https://www.neat.org.uk/web/neat_selected_as_sponsor_match_for_st_hilds_church_of_england_school_in_hartlepool/524975

We believe we make a greater difference by working together as one trust and having shared values at the heart of what we do. We'd love to hear from you if you also share this view.

Debi Bailey, CEO

Message from Headteacher

We are pleased to recruit to this senior leadership role for September 2021 as it will enable us to take forward the strategic vision and ethos of our school with the support of the trust and our local governors, and build on our recent Ofsted inspection in March 2020. In line with the retirement of a Deputy Headteacher currently in post who is retiring in August 2021, and to enable us to address the clear actions outlined in our recent inspection the school is implementing a full re-structure of the current SLT.



The last academic year has been like no other within education and we seek to build on from the innovative practices we have developed, continue on the journey of school improvement and ensure our young people have the necessary skills and knowledge for future success.

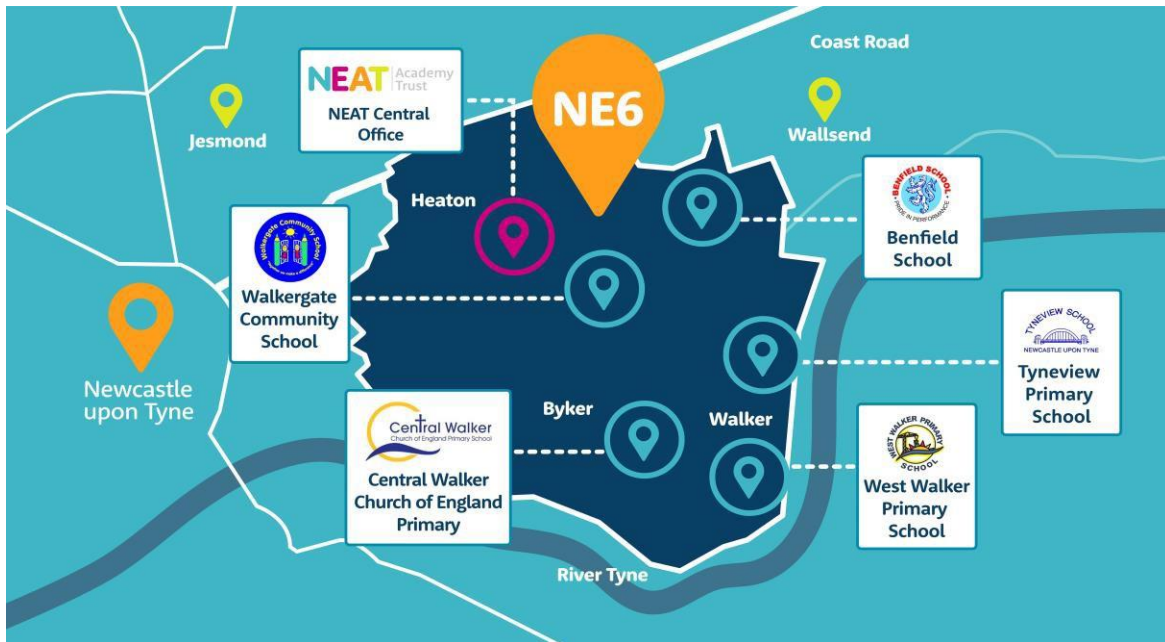
This position is a key senior leadership role focussing on improving standards of behaviour and attendance and driving the school forwards towards being graded as outstanding at our next inspection.

If you're interested in a role we would like to encourage you to make an appointment so I can tell you more about the position and share information about our school. Please register your interest by e-mailing Lilian Reeson, at lilian.reeson@benfield.newcastle.sch.uk

Richard Carr, Headteacher

About NEAT

Our trust was established in 2017 and currently consists of five schools (with a sixth due to join as of 1st April 2021) located in the east end of Newcastle upon Tyne:



We are a “mixed” multi academy trust as we have one Church of England school and four schools without a religious character. The trust is set up to ensure each school preserves its particular status. We work in partnership with the Joint Education Team for the Dioceses of Durham and Newcastle to ensure the trust has effective governance arrangements and on strategic matters that particularly affect Central Walker Church of England Primary School.

Newcastle Research School at Walkergate has been selected by the Education Endowment Foundation (EEF) and the Institute for Effective Education to be part of their nationwide network of 30 research schools.

All of our primary schools are currently judged “Good” by Ofsted and we continue to strive for improved outcomes for all our pupils and prepare them for life after school.



2,600 pupils



£18 million budget



380 staff

About NEAT



Pupils from all five schools with Debi Bailey, CEO of NEAT and Roger Alston OBE, Chair of the NEAT Board of Directors

Making a difference together

Each school is encouraged to have its own ethos and character but to work collectively as one trust to achieve our shared common purpose, vision and strategic aims.

Our common purpose

Our common purpose as a trust is to **nurture**, **educate**, **achieve** and **transform**. We recognise that we have a range of stakeholders to whom we are responsible:

- We believe our first responsibility is to our **children, young people and their families** to prepare our learners for the changing world by recognising and **nurturing** their uniqueness and providing the right environment to grow their potential, instil a love of learning, enable them to **achieve** and realise their dreams. Through our work with young people and their families we will develop learners who are resilient, aspirational, respectful, resourceful, creative and effective communicators.
- We recognise our responsibilities to our **employees and volunteers**. We will value their diversity and recognise their **achievements**. We will provide a safe and stimulating environment where staff are well led and managed, empowered to be innovative and have opportunities to develop professionally.

- We are responsible to the **communities** in which we work and recognise the need to adapt our approach to be locally relevant. We will ensure that our schools are safe and welcoming and that our classrooms and learning spaces are inspiring and stimulating and provide the best **educational** environments to meet the needs of our learners. Our schools will be an integral part of their local community and we will strive to **nurture** effective partnerships within each community.
- We are accountable to the **Regional Schools Commissioner and the Education and Skills Funding Agency** for ensuring that we **educate** our learners for public benefit and that we use all public money effectively, efficiently and ethically. We will experiment with new ideas and through innovation, respond flexibly to changing circumstances to ensure the sustainability of the trust and that we **transform** the life chances of our communities.

Our values

Our values are the behaviours that will enable us to achieve our common purpose and deliver our vision:

- **Aspirational** - We aim high for ourselves and others.
- **Collaborative** - We are best when we work together as one trust.
- **Inclusive** - We welcome and value every individual and foster a sense of belonging.
- **Innovative** - We are creative and forward thinking in our work.
- **Responsible** - We act professionally and ethically in the best interests of the trust community.

Our vision for 2018-2021

We belong to an innovative, sustainable trust working collaboratively with partners to share our vision and values that enables all learners within our influence to be well prepared personally, socially and academically for the next stage of their lives in a changing world.

Our governance arrangements

The trust is a charitable company. We have a strong and effective Board of Directors, who are also the charity's trustees. The Board of Directors delegates the operational running of the trust to the CEO. Headteachers also have a role in making decisions. Each school's Local Governing Committee provides an important scrutiny and evaluation role at local level to provide assurance to the Board about the quality of education and the quality of care provided for pupils, and to engage with stakeholders including parents and carers.

Finding out more about NEAT

You can watch our Introduction to NEAT video at: https://www.youtube.com/channel/UCtMXX_ecvGoL67P6iWzMivg

About Benfield School

We are a fully inclusive 11-18 school in the heart of Newcastle upon Tyne's East End which has a rich cultural diversity and strong sense of community. We are proud of our distinct ethos focusing on mutual support and loyalty, where there are excellent relationships between students and staff and a purposeful learning environment is evident in lessons and around our modernised site. With this foundation, our students have a strong platform to be confident, happy and are able to achieve their aspirations.

Our context

We have increasing pupils on roll, currently 981, including an Additionally Resourced Centre (ARC) for physical and medical disabilities and Additionally Resourced Provision (ARP) for social communication provision. Pupil numbers continue to grow and in September 2021 we will once again meet our PAN of 207.

Benfield is in the top 20% of schools nationally for the percentage of children eligible for pupil premium (60%). We have a higher than average proportion of children on the SEND register (20%) and a number of pupils for whom English is an additional language.

Overall absence at 8.1% and persistent absence at 24.7% (2018-19 figures/pre impact of COVID-19) remains high and this is an ongoing challenge for all schools within the trust.

Our recent Ofsted report

We welcome the report (published in March 2020) which recognises the strengths of the school and the many aspects of the school's work that are improving. It supports us in continuing to implement and embed those improvements.

Significant improvements have been made across the school and the report included very positive comments detailing how:

- the quality of education that pupils receive is now stronger
- personal development is recognised as being a clear strength: students are able to improve their wellbeing, health and relationships for adult life
- safeguarding is highly effective; pupils are happy in school, feel safe, experience little bullying, receive effective care and support and have positive relationships with staff
- learners with SEND receive effective classroom support with strong and knowledgeable leadership
- sixth form provision is improving with students receiving clear leadership to develop the independence and study skills necessary to achieve well in the future.

The report highlights the significant progress made since Benfield joined NEAT in May 2017 and acknowledges the continued dedication, hard work and commitment of both staff and pupils. It also recognises that the appointment of a new Headteacher and governing body since 2018 has brought a fresh, more dynamic outlook to Benfield.

With this in mind, and as fully expected by senior leaders, governors and the trust, the school was graded as 'requires improvement'. This however, reflected a snapshot of time and the work in progress still to be delivered. We view the report as an accurate foundation to build upon with increasing student numbers.

Ofsted priorities

- Increase student levels of attendance and reduce levels of persistent absence
- Ensure consistent curriculum model cohesion is in place across the school and that staff use of assessment policies, and opportunities for assessment allows for the identification of student strengths and weaknesses
- Ensure that the planning and sequencing of lessons over time meets the needs of pupils given their starting points, particularly the more able
- Ensure that all staff follow the behaviour sanctions as outlined in the whole school behaviour policy
- Develop an effective post-16 offer that prepares young people for the next stage of their lives



Advert



Benfield School
Assistant Headteacher – Quality of Behaviour for Learning
Leadership Group pay range L11- L15 (£54,091 -£59,581 per year)
Permanent, To start September 2021

We invite interest in this exciting opportunity to join the Senior Leadership Team at Benfield School, which is one of five schools within NEAT Academy Trust. At the heart of our trust is the aim to nurture, educate, achieve and transform the lives of young people and our communities.

Benfield is an inclusive school, and this acknowledges the rich, cultural diversity of our community in the east end of Newcastle upon Tyne. Our school continues to grow and we are looking forward to again admitting our full PAN of 207 in September and to providing a thriving learning environment for all students.

This is a strategic role with lead responsibility for the quality of behaviour for learning across the whole school, including its monitoring and evaluation, leading the pastoral system, and also overseeing whole school attendance strategy. Additional areas of responsibility will include leading staff CPD in relation to behaviour and pastoral systems of the school. Our journey to ensure improved whole school progress and attainment outcomes for all learners is already underway and we need the right candidate to work with the Senior Leadership Team and other colleagues to drive forward key priorities and plans following our recent Ofsted inspection.

The school requires an Assistant Headteacher who has experience of leading within a secondary school who has the determination, vision and drive to continue the school improvement journey and help the school move to outstanding.

We are looking for a leader who can inspire and influence a range of stakeholders and who:

- has a proven track record in raising aspirations and leading whole school initiatives
- is an outstanding teacher
- has a proven track record in managing and leading change
- has a proven track record in leading, planning strategically and delivering on outcomes on attendance, punctuality and behaviour for learning
- has a wide knowledge of pastoral issues

In return we offer:

- a thriving school community on a modernised site with extensive sporting facilities
- the benefits of working in a highly collaborative multi academy trust aiming to provide a seamless education from 2-19
- excellent personal career development as the trust takes forward its ambition to grow.

A completed application form, criminal records declaration form and equalities monitoring form must be submitted by e-mail to lilian.reeson@benfield.newcastle.sch.uk no later than 12 noon on **Monday 19th April 2021.**

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all our staff and volunteers share this commitment. An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Job Description



Job Title:	Assistant Headteacher — Behaviour & Attendance		
Location:	Benfield School	Pay range:	L11-L15
Date:	September 2021	Status:	Final
Responsible to:	Deputy Headteacher – Quality of Behaviour for Learning		
Responsible for:	Designated Curriculum Leader		
Job purpose:	<p>Responsibility for the implementation and evaluation of whole school strategies of Behaviour for Learning attendance and punctuality within the Trust's overarching vision and principles.</p> <p>Key accountabilities:</p> <ul style="list-style-type: none"> • Attendance strategy • Monitoring and evaluation of Behaviour for Learning in the classroom • Strategic monitoring of teaching, learning and assessment within inclusion/Twilight provisions • Induction content and process of newly admitted learners • Fair Access Protocol (FAP) • Primary Transition Processes Lead • Complaints • Community engagement 		

General

1. To carry out the professional duties of an Assistant Head Teacher as set out in the School Teachers' Pay and Conditions Document.
2. As a member of the academy's Senior Leadership Team, to ensure the effective day-to-day management of the school and lead, motivate and inspire students, staff, parents and the wider community

The following is typical of the duties the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

Educational leadership and management

1. Contribute to the academy's self-evaluation and the development, implementation and evaluation of appropriate school improvement strategies and plans for the academy by working collaboratively with the Principal, other senior leaders, local governors and the trust's Chief Executive Officer
2. To contribute significantly to raising standards of student attainment, achievement, punctuality and behaviour for learning within the context of the trust's shared vision and principles.
3. In conjunction with SLT provide strategic direction and day to day management of the school

4. Provide professional leadership of the academy's Inclusion systems and practices and ensure ambitious learner outcomes for progress/attainment, behaviour, attendance, welfare and destinations are achieved.
5. Lead the planning, implementation and evaluation of processes for student induction of new learners throughout the academy.
6. Develop and ensure the effective delivery of behaviour strategies and pastoral support plans for learners with additional needs including those that receive SEND funding.
7. Lead the development, implementation and evaluation of a pastoral curriculum to include the characteristics of the NEAT learner and ensure that all learners are well prepared for their future and demonstrate positive attitudes towards learning.
8. Line manage leaders of designated departments to enable middle leaders to develop, support and challenge specialist subject teams.

Strategic leadership and management

As a member of the academy's Senior Leadership Team and as a senior leader within the trust:

1. Work with all stakeholders to develop a strategic vision for the academy and a positive school ethos and culture.
2. Lead and manage the academy in partnership with colleagues, local governors and the trust.
3. Develop, plan and deliver short-term and medium-term aims and objectives for the academy within the context of the trust's vision and strategic plan.
4. Develop, review and evaluate the impact of academy-wide policies and ensure these translate into effective practice.
5. Promote and develop the values of NEAT within the academy.
6. Contribute professionally to the broader NEAT agenda including the development, delivery and evaluation of trust-wide priorities and plans and working collaboratively with other academies and schools.

Curriculum and resource management

1. Develop and manage the pastoral curriculum offer from Key Stage 3 to Key Stage 5, ensuring that character education, PSHCE, extra-curricular activities meet the needs of all learners and enable positive outcomes.
2. Provide professional oversight of learning support throughout the academy, ensuring that statutory, academy and learners needs are met efficiently.

People leadership and management

1. Develop and maintain a culture of working together and collective responsibility to achieve high standards throughout the academy and the trust.
2. Manage the performance of colleagues who directly report to this post and wider staff and ensure that staff receive appropriate recognition, support, development and challenge to achieve those high standards.
3. Promote a climate of reflective practice and professional development that enables all staff to achieve their best. Contribute to and participate in shared CPD arrangements across NEAT.
4. Support the development of capacity and skills within the academy's middle leadership team.

Parental, community and sector engagement

As a member of the academy's Senior Leadership Team:

1. Develop strong and effective partnerships with parents and carers.
2. Create proactive links with the community including, for example, businesses, feeder schools, other local schools, local community groups and religious organisations.
3. Take an active role in developing networks across the education sector including other secondary schools and multi academy trusts.

Trust responsibilities

1. Work to fulfil the vision and values of the trust.
2. Assist in maintaining a healthy, safe and secure environment and act in accordance with the trust's health and safety policies and the school's/central team's health and safety procedures.
3. Promote and implement the trust's equality and diversity policy in all aspects of employment and service delivery.
4. Promote and safeguard the welfare of children and young people s/he is responsible for, or comes into contact with, in accordance with the trust's safeguarding policy and school's child protection policies and protocols.
5. Assist in ensuring the trust's responsibilities to protect personal data and to share information as a public authority are implemented effectively.
6. Participate in appraisal, training and development and other activities that contribute to performance management.
7. Attend and participate in regular team and 1:1 meetings.

Person Specification



Job Title	Assistant Headteacher – Behaviour & Attendance
Date	September 2021
Status	

CRITERIA	Essential/ Desirable	Application	Tasks	Interview	Vetting checks
Knowledge and qualifications					
1. Qualified teacher status	E	✓			✓
2. National Professional Qualification for Senior Leadership (NPQSL) or other post-qualification educational leadership/management qualification e.g. MEd	D	✓			✓
3. Evidence of personal commitment to lifelong learning	E	✓		✓	
4. Up-to-date knowledge and understanding of national and local education policy and research, particularly relating to the areas of behaviour, behaviour for learning, pastoral and attendance	E		✓	✓	
5. Thorough understanding of how young people learn and the core features of effective teaching and learning	E		✓	✓	
Experience					
6. Experience as a middle leader in a secondary school	E	✓			✓
7. Experience of working collaboratively with peers in own and other schools to achieve shared priorities	E	✓			✓
8. Experience of accurately analysing quantitative and qualitative data to evaluate performance against targets and identify priorities and actions	E	✓			✓
9. Track record of successfully implementing strategies and interventions to improve pupil outcomes in terms of progress, behaviour, attendance and welfare	E	✓		✓	✓
10. Evidence of successfully developing a team of professionals, delegating with accountability	E	✓		✓	✓
Skills and competencies					
11. Inspires and influences learners, colleagues and parents to support the fundamental importance of education and aspiration in young people's lives	E		✓	✓	
12. Models good practice and leads by example with integrity, positivity, creativity, resilience and clarity	E		✓	✓	
13. Able to engage colleagues and lead professional development, coaching and mentoring across the academy	E			✓	
14. Demands ambitious standards and high expectations for all learners	E		✓	✓	
15. Makes sound decisions based on gathering information, generating suitable alternatives, accurately appraising options and evaluating impact	E		✓		

16. Effectively manages own behaviour and relationships with others to provide appropriate support and challenge	E		✓	✓	
17. Effective oracy and written communication skills for a range of audiences	E		✓	✓	
18. Committed to outward-facing schools working in partnership to champion best practice and secure excellent outcomes for all learners	E		✓	✓	
19. Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	E			✓	✓
Other					
20. No disclosure about criminal convictions, barring or misconduct that is considered to make the candidate unsuitable for this particular role	E	✓		✓	✓
21. No concerns about medical fitness or attendance that is considered to make the candidate unsuitable for this particular role	E				✓

Living in North East England

Famous for the friendliness of its people, North East England combines vibrant city life with breathtaking countryside and a spectacular coastline within easy reach.

Transport links within Newcastle upon Tyne and surrounding areas combine bus services with the Tyne and Wear Metro. The East Coast Main Line provides accessible rail travel to Edinburgh, York and London. Newcastle Airport is located only 6 miles from the city centre and offers a range of domestic and overseas destinations.

Lonely Planet sums up the city as follows, “Against its dramatic backdrop of Victorian elegance and industrial grit, this fiercely independent city harbours a spirited mix of heritage and urban sophistication, with excellent art galleries and a magnificent concert hall, along with boutique hotels, some exceptional restaurants and, of course, interesting bars...The city retains deep-rooted traditions, embodied by the no-nonsense, likeable locals.”

<https://www.lonelyplanet.com/england/northeast-england/newcastle-upon-tyne>



Working within NEAT

We offer our colleagues:

- great opportunities for continuing professional development including access to Outstanding and Developing Teacher Programmes and National Professional Qualifications for Middle and Senior Leaders, as well as trust-wide career pathways
- membership of the Teachers' Pension Scheme (for teachers) or the Local Government Pension Scheme (for support staff), which the trust also contributes to on your behalf
- recognition of previous service with other schools/academies, local government etc
- access to flexible working/accrued time policies wherever practicable
- a staff wellbeing offer including use of the sports facilities at Benfield Sports Centre
- good public transport links via Tyne and Wear Metro and road links from the A19 and A1058 Coast Road.

NEAT commitment to equality, diversity and inclusion

We are committed to advancing equality, diversity and inclusion within NEAT and in our relationships with partner organisations, suppliers and contractors. Equality is about creating a fairer society where everyone has the opportunity to fulfil their potential. Diversity is about recognising and valuing difference in its broadest sense. Both of these are at the heart of our inclusive approach as an employer and education provider.

We seek to attract and retain a progressive and diverse workforce and aim to provide a stimulating, rewarding and dynamic working environment where all colleagues can thrive, develop and fulfil their aspirations.

NEAT commitment to safeguarding children and young people

The trust and our schools are highly committed to safeguarding and promoting the welfare of children and young people.

We want to ensure candidates support this commitment. During the recruitment process we ask all applicants to tell us in confidence about any criminal convictions they have. This does not mean that you cannot work for NEAT if you have a criminal conviction as we will consider the age of the conviction, whether it is relevant to the job you applied for and any mitigating factors before making a decision. The successful candidate will also need to obtain an enhanced certificate from the Disclosure and Barring Service (DBS).

You should also expect that we will explore at interview any gaps in your employment history, why you want to work with children and young people and if you are able to keep them safe from harm. We also request information about your suitability to work with children from your referees, one of which must be your current or last employer.

Applying for this vacancy

Please read the job description/person specification for the post and the guidance notes thoroughly before completing an application form. Your completed application form, criminal record declaration form and equalities monitoring form must be received by **e-mail** no later than **12 noon on Monday 19th April 2021** to: lilian.reeson@benfield.newcastle.sch.uk

Please note that we do not accept CVs.

Please contact us via the above e-mail address if you have any queries about the application process.