



Assistant Headteacher

(Teaching and Learning)

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 2023, 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 2022–2025 for more detail.

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



Introductory message from **Mr I Shuttleworth, Headteacher.**

Dear candidate,

It is with great pleasure, as Headteacher at Halfpenny Lane School, that I welcome your application for the post of Assistant Headteacher (Teaching and Learning) at Halfpenny Lane School. Our school ethos is based on the notion of mutual respect and we encourage all of our pupils at Halfpenny Lane to demonstrate a strong respect for learning and all members of the school community.

We have a positive culture in place throughout school and high expectations for the children's learning, their behaviour, and personal presentation. Equally, our staff demonstrate their respect for the children by delivering high-quality lessons and experiences, treating them all as individuals with differing needs.

Parents are also naturally ambitious for their children. The staff at Halfpenny Lane share this ambition and we strive to ensure that your children are provided with every opportunity to maximise their undoubted potential. Our overriding aim is to support the children towards becoming the very best version of themselves, both inside and outside of the classroom. Providing children with the life skills and characteristics that they need to achieve and succeed in an increasingly challenging and competitive world, is of paramount importance.

We aim to produce confident and versatile young people, capable of high achievement and of rising to any challenge; children who are resilient and who are prepared to take calculated risks without the fear of failure.

At Halfpenny Lane, we offer a rich and creative curriculum that is stimulating yet sensitive and one that combines traditional values with innovative strategies dedicated to the development of academic and social skills underpinned by mutual respect, kindness, humility, and tolerance. I firmly believe that the days a child spends at school should be some of the happiest days of their lives. We wish for every child to excel in all aspects of their learning within an immersive, imaginative, expressive, and inclusive environment, and we keep children at the focus of everything we do.

I hope that you enjoy reading the application pack and visiting our website and that it gives you a sense of our school, its worth, and its aspirations. It goes without saying, we are extremely keen to appoint a very talented professional to this important position at our school. We will very much look forward to receiving your application.

Best wishes,

Mr I Shuttleworth
Headteacher



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.

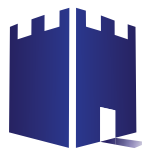
Our Schools.

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

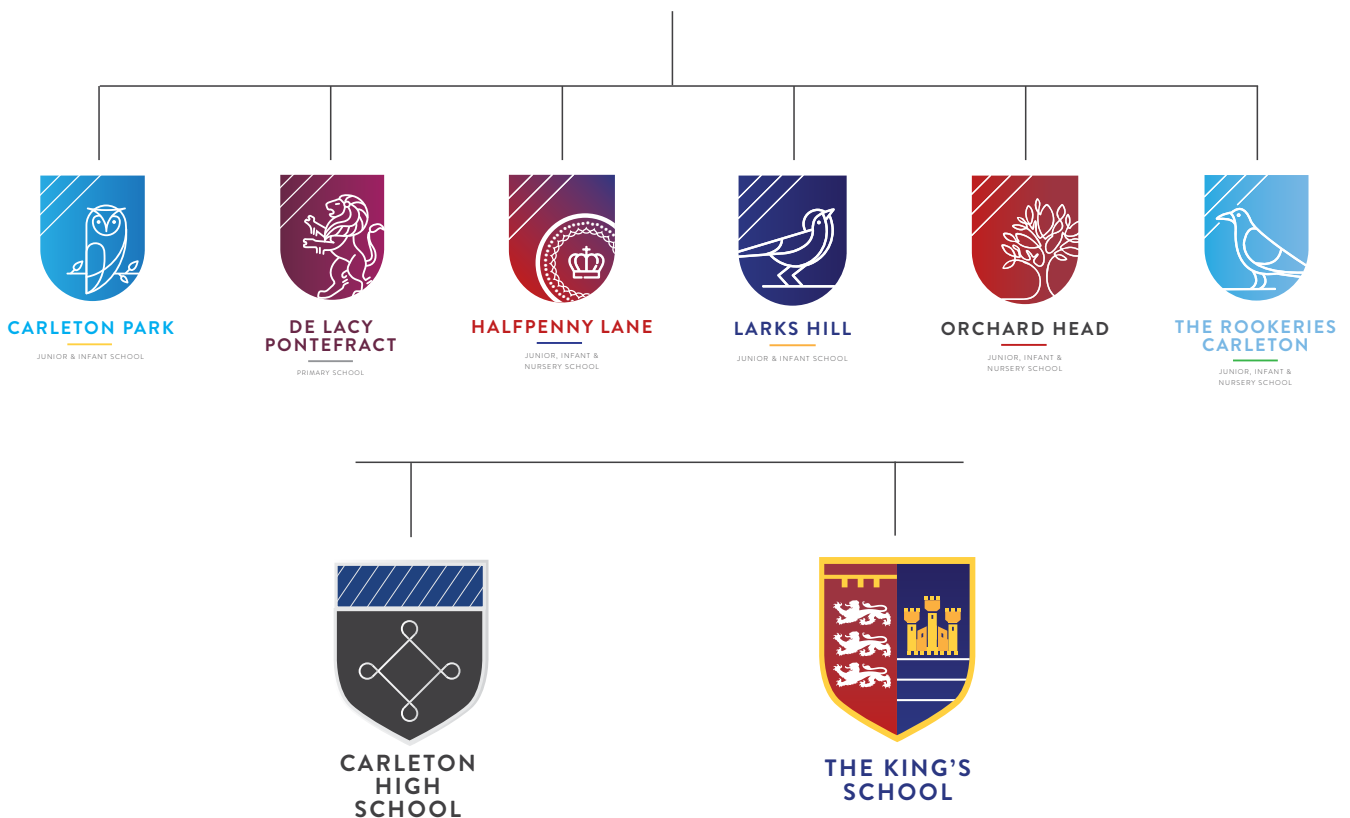
Each school is individual and responds to the needs of its local community to provide the best possible opportunity for its young people. However, being part of a Multi Academy Trust means each school can benefit from shared resources and systems that allow collaboration for the benefit of our children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

Reporting to:	Headteacher
Salary:	Leadership L4 – L8 (£47,706 – £52,659)
Term:	Permanent – Full time
School Base:	Halfpenny Lane

Job Purpose Summary

The Assistant Headteacher should be prepared to lead on areas such as curriculum development, monitoring of standards and teacher effectiveness, tracking and analysis of results/data, behaviour management, inclusion, timetabling, external relations and community links, staff development, training and induction. As a member of the senior leadership team, they will be integral to the overall leadership and management of the school, helping to sustain and build on a school culture that is both nurturing and rigorous.

- To work closely with the Headteacher in maintaining a coaching culture for teacher development that supports the school in driving high standards and expectations of all;
- To lead, develop and support outstanding quality first inclusive teaching and learning practice, whereby all pupils, including those with particular learning needs, make the required progress and realise their potential;
- To support colleagues, including all other members of the leadership team, in their work to further develop and improve the school;
- To support and contribute to the process of writing, implementing, evaluating and reviewing the annual School Improvement Plan, with understanding of its position and relevance in the cycle of school improvement and long-term planning and resourcing;
- Take responsibility for day to day management of the school in conjunction with the rest of the leadership team.

Key Responsibilities and Accountabilities

The exact role and specific responsibilities of the Assistant Headteacher will be agreed annually and will change, reflecting the needs of the school, thus affording the post holder the opportunity to gain experience in all aspects of school leadership in preparation for Deputy Headship/Headship.

Outcomes and activities

Leadership and Management

- To share responsibility for the management of the school and to contribute to the consultative and decision-making processes;
- To fully support whole school policy decisions, contribute to their initiation and sustain their implementation and review;
- To actively promote the school and liaise with outside agencies as necessary, representing the Headteacher, the school or the Trust as appropriate;

Job description continued on the next page



Job description continued

- To contribute to discussions and decisions at leadership team meetings;
- To offer information, advice and perspective to the School Performance Review Board and to any legitimate external enquiry/evaluation;
- To communicate and consult with staff, pupils, parents and members of the local community as necessary;
- To support the Headteacher in managing the review cycle of school policies and act as a role model in the implementation of these policies;
- To support the Headteacher in the responsibility for the implementation of performance management for all staff.

School, ethos and culture

- Maintain a strong school community, characterised by consistent, orderly behaviour, caring and respectful relationships;
- To maintain a high visible presence around the school ensuring that the highest standards of behaviour are upheld; contributing to the overview and review of student behaviour as required;
- To be active in issues of staff and student welfare and support;
- To demonstrate a commitment to equality of opportunity for all members of the school community;
- Maintain the school culture and ethos that is utterly committed to achievement for all;
- Develop and maintain strong partnerships and ensure regular and productive communication with parents.

Teaching and Learning

- 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.

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 Trust policies and procedures including child protection, financial regulations, health, safety and security, confidentiality and data protection;
- Contribute to the overall vision and values of the Trust;
- Attend and participate in relevant meetings as required;
- Flexible and willing to work between different sites as required;
- Undertaking such duties as reasonably correspond to the general character of the post and commensurate with being a member of the school's senior leadership team.

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

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

			Assessed by:	
No.	Categories	Essential/ Desirable	Application Form	Interview/ Task
QUALIFICATIONS/TRAINING				
1.	Qualified to teach and work in the UK;	E	✓	
2.	Qualified to degree level/PGCE or equivalent qualifications;	E	✓	
EXPERIENCE AND KNOWLEDGE				
3.	Experience of prior successful leadership at a middle or senior level;	E	✓	✓
4.	Experience of having worked successfully in at least one school in an urban setting, teaching students from backgrounds of socio-economic disadvantage would be desirable;	D	✓	✓
5.	Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results;	E	✓	✓
6.	Experience of having improved and sustained an effective behaviour management policy;	D	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
7.	Effective management style that encourages participation, innovation and confidence;	E	✓	✓
8.	Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance;	E	✓	✓
9.	Ability to develop the leadership skills of others;	E	✓	✓
10.	Strong interpersonal, written and oral communication skills;	E	✓	✓
11.	Takes personal responsibility for their own actions;	E	✓	✓
12.	Resilience and motivation to lead the school through day-to-day challenges while maintaining a clear strategic vision and direction;	E	✓	✓
13.	Genuine passion and a belief in the potential of every student;	E	✓	✓
14.	Commitment to the safeguarding and welfare of all pupils;	E	✓	✓
VISION AND STRATEGY				
15.	Vision aligned with the Trust's high aspirations and high expectations of self and others;	E	✓	✓
16.	Understands how to set high aspirations and effective strategies for the school. Including, delivery and prioritisation of school leadership and management that faces all aspects of curriculum, teaching and learning, inclusion and communication;	E	✓	✓
17.	Clear understanding of the strategies to establish consistently high standards of behaviour and commitment to relentlessly instilling these strategies;	E	✓	✓
18.	Strong organisational skills and the ability to delegate;	E	✓	✓
19.	Use of data to inform and diagnose weaknesses that need addressing;	E	✓	✓

Person Specification

			Assessed by:	
No.	Categories	Essential/ Desirable	Application Form	Interview/ Task
LEADING THE LEARNING				
20.	Understands what outstanding inclusive teaching practice looks like, and how to diagnose and implement effective strategies to raise learning standards;	E	✓	✓
21.	Be able to offer teaching to demonstration level and through other coaching opportunities to be able to improve the teaching of others;	D	✓	✓
22.	Have experience of leading and evaluating INSET which impacts on standards;	D	✓	✓
LEADING EXTERNAL RELATIONSHIPS				
23.	Can skillfully manage and maintain effective working relationships with parents and other stakeholders;	E	✓	✓
OTHER				
24.	Commitment to equality of opportunity and the safeguarding and welfare of all pupils;	E	✓	✓
25.	Desire to become a Deputy Headteacher/Headteacher and willingness to be reflective and undertake development opportunities.	D	✓	✓

How to apply:

For further information about this exciting opportunity please contact the recruitment team at recruitment@patrust.org.uk or 01977 232146.

Please submit your application via the Face-Ed link on our website at 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: **Wednesday 01 February 2023, 10am**

Interview date: **W/C 6th February 2023**

Start date: **April 2023**

We look forward to hearing from you.



Pontefract Academies Trust

The Barracks Business Centre,
Wakefield Road Pontefract,
WF8 4HH.

Tel: 01977 232146

Email: adminsupport@patrust.org.uk

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.