



Trinity Academy Newcastle Trust

Recruitment Pack



WE CHANGE LIVES DAILY
"PREPARING THE PARENTS OF THE FUTURE"



North East
Better Health
at Work Award
Bronze Award



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Striving for excellence



We Change Lives Daily

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Trinity Academy Newcastle Trust



Welcome

May I take the opportunity to thank you for expressing an interest in applying for a position at Trinity Academy Newcastle Trust.

Trinity Academy Newcastle Trust offers excellent facilities and opportunities for its learners, many of whom come from very challenging backgrounds. The Trust takes pride in offering its students the best possible support during their time in the Academy and in helping them to prepare them for life after school. The Trust offers many varied and unique facilities for its students to help them to achieve their full potential in the future.

During the last decade, and in particular, the last four or five years, the 'Educational Picture' of the country has changed very significantly. There are many challenges on the road ahead, especially with pressures to take on increasing numbers and the impact of decreasing funding through the Government's forthcoming Higher Needs funding proposals. The Board of Directors will continue to work closely with the Trust's leadership team to meet these challenges and to take the Trust forward as an excellent example of an outstanding setting for the type of specialist provision that it offers.

The Board will also support the Trust's leadership in taking the Trust forward as a new Multi-Academy Trust (MAT). As the new MAT develops, we will look to welcome other schools into our Trust and to share the best practices and techniques for the benefit of all our students and their families.

Vision Statement

We are determined to strive for excellence in everything we do. In doing so, we know that we change lives on a daily basis. In an environment where "kindness", "honesty" and "calm" are revered, we are "preparing the parents of the future".

The Trust is committed to safeguarding and promoting the welfare of children and young people. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information on safer recruitment.

During the application/selection process if you require special arrangements at any of the recruitment stages, please do not hesitate to contact the Trust.

Please ensure that you read all of the instructions for applying very carefully and complete the application form in full. Please do not attach any supplementary documents, as the application form is the only document we consider.

If this fantastic opportunity excites you, I look forward to your application.

Regards,

Peter Carter | Chair of Directors

Bill Curley | CEO

Trinity Academy Newcastle Trust





Trinity Academy Newcastle Trust

Our Academies

TAN

Trinity Academy Newcastle aims to provide a personalised curriculum, combining core subjects with more specialist choices where the student's individual needs are paramount. We want our students to gain both skills and qualifications to equip them for future life and employment opportunities.

TANB

Trinity Academy New Bridge aims to provide a personalised curriculum, combining core subjects with more specialist choices where the student's individual needs are paramount. We want our students to gain both skills and qualifications to equip them for future life and employment opportunities.

TSA

Trinity Solutions Academy pledge is to work hard to develop an innovative and engaging programme that is truly responsive to the needs of each individual learner. Our skilled and friendly staff aim to provide outstanding learning and support, working with our students to create, nurture and sustain a transition to further learning and/or employment.

TPSL

Trinity Post-16 Solutions Ltd offers bespoke packages to young people aged 16-25 who have additional support needs. Learners who have learning difficulties and/or disabilities (LLDD) are provided with a study programme that equips them with the skills needed for adulthood. Bespoke programmes are tailor made to meet the individual needs and aspirations of each learner.



Trinity Academy Newcastle Trust

Benefits of Joining

Recruitment and retention strategy

We understand that our staff are our most important resource. We are committed to recruiting the very best support staff, teachers and leaders to support and nurture our children, families and communities. Once these inspiring members of staff join us, we invest in their career and development so that we can retain the very best leaders, teachers and support staff in our schools and central teams, or the profession as a whole.

This investment includes:

- Providing a culture of kindness and calm across the Trust.
- Providing research and evidence-based Continuous Professional Development (CPD) for all our staff informed by the Standards for Teachers' Professional Development.
- We have a "grow our own culture" supporting aspirational staff to take the next step to train as a teacher through Schools Direct or QTLS routes.
- Providing high-quality early career support through bespoke training, coaching and mentoring for Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) in line with the governments Early Career Framework (ECF).
- Providing recognised pathways of training and support to expert teachers who don't want to take the step into leadership.
- Supporting aspirational and current school leaders to develop their knowledge, understanding and skills as middle, senior and executive leaders, including facilitating the National Professional Qualifications.
- Funding specialist roles that meet our organisational aims and objectives, including Parenting Champions and Digital Skills champions.
- Facilitate training and support for mental health, including Mental Health First Aid.
- Proactively working to reduce unnecessary teacher and leader workload, utilising the DfE Reducing Teacher Workload Toolkit.
- Providing 5% additional non-contact time for pastoral and marking responsibilities.
- Providing 1 wellbeing day per term to all staff across the Trust.
- Valuing the importance of good industrial relations and working relationship with Trade Union colleagues.
- High-quality HR support.
- Facilitating voluntary secondment opportunities for staff to transfer to other settings within the Trust, to further develop skills and experience.
- Providing internal vacancies to give staff clear opportunities for promotion, whilst maintaining continuous service.
- Giving pay awards in line with national recommendations and, at times, above national recommendations to recognise the hard work of both teaching and support staff.



Benefits of Joining

Reducing workload strategy

This was developed by Executive Leadership, following consultation with academies across the Trust. It provides an outline of our determination to remove unnecessary workload and make policies and processes in our schools more efficient, including through the effective use of technology.

This includes:

- **Using technology effectively** – Always putting teaching first, decisions are based on what we want to achieve not what the technology can do. ICT/Digital Skills Focus Group and Teaching and Learning Focus Groups work collaboratively, with Digital Champions to deliver support and training using their knowledge and enthusiasm to support others on their journey to embed new initiatives.
- **Feedback and marking** - eliminating unnecessary workload around marking and reviewing our practice. Regular evaluation of the time spent on marking by all staff and whether this is proportionate. Use low stakes and self-marking tools. For example: Kahoot, Quizlet and Diagnostic Questions can save teachers time. Prepared questions can be saved and shared, allowing teachers to re-use or adapt the content rather than create something from scratch. Using feedback codes where appropriate and schemes of work to identify which pieces of work should be prioritised for more detailed feedback
- A clear marking policy enables all learners to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout each academy within the trust.
- **Curriculum planning** – A curriculum focus group has been established to review and ensure existing plans are clear in relation to pupil progress and attainment in all the relevant subjects; that they are fully resourced with sequenced lesson planning and high quality curriculum materials, and planned over well-defined blocks of time. A Remote learning plan and policy is in place which uses one online platform to upload work/homework where learners can access, reducing the burden of printing and marking.
- **Data management and pupil interventions** - The purpose and use of data is clear, is relevant to the intended audience and is in line with school values and aims. The amount of data collected and the frequency with which it is collected is proportionate and trust leaders review processes for both collecting data and for making use of the data once gathered. The Board of Directors receive information in whatever form it is currently being used in the academy. CPD for staff on the use of relevant systems and the purpose of data collections and monitoring is delivered regularly through the CPD Cycle.
- **Communications** – A regular schedule of Trust meetings with agreed agendas is developed for the academic year and published in advance with clear start and end times. We Use a variety of communication channels with parents and carers e.g. the school website and social, a short email may be as appropriate as a phone call, or a phone/video call could replace a face to face meeting. We Consider the use of email and times after which staff should not check, send or reply to work emails (whilst being mindful of urgent needs, for example, in relation to safeguarding). Staff daily/weekly bulletins are in place. All reports are made more succinct (e.g. limiting the word count) and meaningful, we also assess regularly the time and impact of current practice in reporting to Parents and explore alternatives to written reports where possible.





Benefits of Joining

Reducing workload strategy continued...

- Managing change** – Using the Academy SEC and annual calendar, we plan ahead, identify and eradicate 'pinch points' using assessment and examination calendars to support the academy SEC and cross reference against these. We include assessment points and data collection cycles for the year, and check that data will be collected and processed in time for use. We review these points regularly to ensure that all data drops are necessary, and that data is collected when it will be most efficiently used. Share monitoring events, CPD and meeting schedules well in advance. Give regular updates and advance notice of evening and after school events to parents/carers and staff.
 The Trust implement changes in a structured and staged manner, ensuring there is adequate time at the planning stage when preparing to make changes, and collaborate with staff on proposals. We make fewer, more strategic decisions and decide if other existing practices can be stopped or streamlined. We strive to create a shared understanding of any new process and introduce new skills, knowledge and structures with explicit up-front training, structured collaboration and complementary coaching and mentoring. The Trust build leadership capacity by developing teams and encourage staff to collaborate with other colleagues in school teams and with colleagues from other schools and external agencies to share and distribute workload.
- Performance management** – The Trust use SchoolIP which streamlines performance management processes. The platform links school improvement priorities to staff appraisal objectives. All staff groups within the Trust agree Specific, Measurable, Achievable, Realistic objectives and have goals that are within their control, that are closely tied to genuinely actionable behaviours, and that are aspirational yet achievable. We ensure that evidence gathering approach is proportionate for all staff, including trainees and newly or recently qualified teachers and that pay progression is fair and robust.
 The process ensures the workload of the reviewer is reduced and allows staff to take ownership of their personal and professional development. It also enables staff to collaborate on activities and prepare for review meetings. We ensure that reviewers manage similar numbers of staff, and that we provide directed time to conduct reviews and use light-touch interim reviews where appropriate to ensure that staff are on track to achieve objectives, avoiding build-up at the end of the cycle.
- Managing behaviour** - The Trust Review and where appropriate, streamline the behaviour policy and practices. We provide highly consistent behaviour management practices across the Trust and communicate these effectively to all staff, pupils and parents. We ensure all staff in the school fully understand them, and their role in implementing them. Provide regular training to help embed a consistent approach. We focus support at an early stage and provide support through a Pastoral Team for responsibility of out-of class behaviour management, or tracking and understanding behaviour data. Expectations of parents and carers about the level of detail to expect when reporting behaviour incidents is managed through the behaviour policy or other communications with parents.





Trinity Academy Newcastle Trust

Advert

Trinity Academy Newcastle Multi Academy Trust

Trinity Academy Newcastle Multi-Academy Trust is a growing Trust specialising in Social, Emotional and Mental Health difficulties.

Trinity Academy New Bridge joined Trinity Academy Newcastle Multi-Academy Trust in December 2019 and we are on a journey of improvement to become a school where all of our learners achieve their potential.

We are looking to appoint a Deputy Head Teacher to start in September 2021.

This is an exciting opportunity for an exceptionally talented individual looking to take the next step in developing their senior leadership career. We are looking for an honest, calm, kind professional to support the Head of School ensuring improved standards of learning, progression and achievement for all of our learners.

The Trust is committed to staff wellbeing and mental health and also has a focus on 'growing our own'. Due to this we offer an extensive innovative CPD programme. Our Executive Leadership Team is dedicated to a one trust vision.

Deputy Head Teacher (L12-L15) - £55,338 - £59,581 per annum, depending on relevant experience. - Full time in accordance with Teachers' Pay and Conditions.

Application forms and further details can be downloaded from our school website www.trinity.newcastle.sch.uk and returned to admin.central@tanmat.org

Closing Date – 01.04.2021

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Trinity Academy Newcastle Trust

Job Description – Deputy Head Teacher

Post Title: Deputy Head Teacher

Evaluation: N/A **Grade:** L 12-15

Responsible to: CEO/Head of School

Responsible for: Teaching staff

Job Purpose:

- assist the Head of School in managing, organising and developing staff as appropriate;
- deputise for a Head of School as required;
- carry out other management responsibilities or tasks allocated
- carry out the professional duties of a teacher;

Main Responsibilities: The following list is typical of the level of duties which the deputy head teacher will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

General

- 1) To carry out the professional duties of a Deputy Head Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.
- 2) To undertake the professional duties of a Head of School as required by the CEO.
- 3) To assist the CEO and the Head of School in the management, organisation and running of an academy, including assisting in the development and implementation of school aims, objectives, procedures, policies and practices.
- 4) To manage staff and resources as appropriate. To manage and monitor budgets as appropriate.
- 5) To assist in development of the school improvement plan and take a lead role in implementing specific objectives.
- 6) To demonstrate good teaching practice and innovate, inspire and motivate other staff. Promote teamwork and trust and be a professional role model for other staff.



Trinity Academy Newcastle Trust

Job Description – Deputy Head Teacher

- 7) To lead in the development of teaching and learning.
- 8) To participate in, and where appropriate, lead staff training and development and continuous professional development. To assist in the implementation of performance management systems.
- 9) To oversee the co-ordination of the curriculum.
- 10) To plan and manage school timetables.
- 11) Ensuring outstanding attendance and punctuality, having an oversight of attendance policy and procedures.
- 12) To work effectively with / be aware of and assist integrated processes, such as annual reviews and local opportunities which support aims for children, young people and their families.
- 13) Securing outstanding behaviour for learning.
- 14) Having a strategic oversight of policies and procedures relating to ensuring outstanding behaviour for learning



Trinity Academy Newcastle Trust

Person Specification – Deputy Head Teacher

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential:

1.	Experience in a promoted post in a school covering the secondary/primary age range.
2.	Experience of effectively managing a team of staff.
3.	Demonstrable track record of excellent teaching practice.
4.	Experience of forming positive relationships with students.
5.	Experience of successfully co-ordinating teaching and learning
6.	Experience of successfully working with pupils with SEMH

Desirable:

7.	Experience of leading staff training and development
8.	Experience of working in strategic partnership with other agencies or professionals to ensure the best outcomes for children and young people.
9.	NPQSL Qualification



Trinity Academy Newcastle Trust

Person Specification – Deputy Head Teacher

Part B: Assessment Stage

Items 1 - 8 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential:

1.	Able to contribute effectively to the management, organisation and running of the school.
2.	Able to manage staff and resources in specific areas including the monitoring of budgets.
3.	To be able to innovate, inspire and motivate other staff through excellent interpersonal and communication skills.
4.	Team leader who ensures the involvement and commitment of all team members.
5.	Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including: <ul style="list-style-type: none">• ability to form and maintain appropriate relationships and personal boundaries with children and young people• emotional resilience in working with challenging behaviours• attitude to use of authority and maintaining discipline.
6.	No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

Desirable:

7.	Experience of Team Teach
8.	Experience of working with data



Trinity Academy Newcastle Trust

Person Specification – Deputy Head Teacher

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1.	Enhanced Certificate of Disclosure and Barring Service.
2.	Additional criminal record checks if applicant has lived outside the UK
3.	Barred List check
4.	Medical clearance
5.	Professional registration with the General Teaching Council for England
6.	Two references from current and previous employers (or education establishment if applicant not in employment)

The following methods of assessment will be used:

Method		Method	
Interview	Yes	Presentation	Yes
Lesson Observation	Yes	Structured discussion with pupils	No



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Completing your Application

- Please use the standard Trust's Application Form and ensure that you provide evidence about how you meet the criteria in the person specification that are assessed at the application stage in the 'skills, knowledge and experience' section.
- You need to complete a Safe Recruitment Form to declare whether you have any relevant criminal convictions. We will carry out an enhanced DBS check for the successful candidate.
- Please submit your completed Application Form and Safer Recruitment Form by email to central.admin@tanmat.org

Contact Us:

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<http://trinity.newcastle.sch.uk/>



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