PELE TRUST

Recruitment Pack

Deputy Headteacher
Darras Hall Primary School

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Welcome to Darras Hall Primary School

Darras Hall Primary School is an outstanding school in Ponteland. A founding member of Pele Trust, the school sits at the heart of the community and is a place where pupils thrive.

Following the promotion of the current postholder to a Headship within the Trust, the Academy Committee are looking to appoint a Deputy Headteacher; someone who is a dynamic and strategic leader who shares the vision and ethos of the school and Trust, and is committed to maintaining the best of experiences for our pupils.

We want pupils at the school to feel safe, valued and happy. We have created a culture where children build self-belief and resilience, and where they are listened to and respected.

The detail in this pack will provide you with the relevant information you require to make an application to join our school but we would encourage you to arrange a visit to see the school in action.

Letter to applicants from the CEO

Dear prospective candidate

Thank you for your interest in the vacancy for deputy headteacher at Darras Hall Primary School. This is a unique opportunity to join the leadership team in one of our flagship schools.

This is a highly attractive leadership role and you would be joining our Trust at an exciting time. The school has a history of developing its leaders and the fact that two successive Deputy Headteachers have gone on to lead schools of their own is testament to that. I am extremely proud of colleagues who have flourished at Darras Hall and know that their experiences in the school will stand them in good stead for the future.

Due to the professional commitments of the existing Headteacher, the successful candidate will be presented with the opportunity to lead the school on a regular basis. It is for that reason that we are looking for a dynamic individual who is a strategic thinker with a proven track record of leadership, driving improvement and delivering results.

The successful candidate will also benefit from development opportunities that arise as a result of our trust wide collaboration between all our schools. This includes our bespoke Trust Leadership Development programme, Peer Reviews and a wide range of professional networks. You will benefit from a well-established network of primary and secondary colleagues who work in a truly collaborative and supportive way.

We have a clear set of shared values in our Trust and they are reflected in the values of the school. As Deputy Headteacher of Darras Hall Primary School, you will play a significant role in upholding those values not only within the school but also in Pele Trust so it is important that they resonate with you.

If you are an aspirational leader with ambitions to one day lead your own school then I would encourage you arrange a visit to Darras Hall if this is a post that is of interest to you.

Kieran McGrane

Kieran McGrane
CEO

Letter to applicants from the Chair of the Academy Committee

Dear prospective candidate

Thank you for your interest in the Deputy Headteacher role in our school.

I have been part of the school Academy Committee for a number of years now and took over as Chair in October 2022. My own children attend the school and it is extremely satisfying to see the school continue to go from strength to strength.

The Academy Committee's aims and aspirations for pupils is reflected in the school's values; we see our pupils and staff embodying those values on a daily basis and the Darras Code is an integral part of the school culture.

As an Academy Committee we are incredibly proud of the outcome of our recent Ofsted inspection, which reflects the experience that our pupils and parents can expect to have when they attend our school.

The new deputy headteacher will be supported by an extremely capable Headteacher and Senior Leadership Team and will have the opportunity to shape the role in a way that reflects their own strengths, talents and interests.

Darras Hall Primary School is a truly wonderful school and we expect to be able to secure the highest calibre candidate who will complement an already outstanding team.

Please come and see our school in action as this is the best way to experience what a fantastic school we have and how we focus on an excellent education for all our children.

Phil Smith

Phil Smith
Chair of the Academy Committee

Job Advert

Required from September 2024
Leadership Pay Range L8 – L12
£56,082 - £61,882 (Sept 2023 rates)

This is an opportunity for an inspirational and ambitious leader who shares our determination to maintain and enhance the exceptional standards set by our school. You will work closely with staff, pupils, and parents to ensure that every child receives a first-rate education and experiences personal growth in a nurturing environment.

You will already be an established Deputy Headteacher or senior leader, with a breadth of demonstrable experience, who can contribute to delivering our vision for education in the school.

First and foremost, you will be an exceptional teacher with a commitment to ensuring progress and attainment for all pupils. The role includes a 0.2FTE teaching commitment although no specific class responsibility. You will be a strategic and analytical thinker who has a creative and forward-thinking approach to leadership in an educational setting.

The successful candidate will strengthen and maintain the links we have built with parents and the wider community, and will lead on assessment across school, tracking and strategically analysing whole school data in order to promote pupil progress and outcomes.

Personal Development is a key focus in our school and the successful candidate will be committed to ensuring that pupils in our school are supported to become active global citizens who celebrate differences and demonstrate high levels of respect for others.

We are seeking someone who will set the highest of expectations and be a key contributor to our school's culture of continuous improvement in order to achieve the best educational experience and outcomes for pupils.

As Deputy Headteacher you will also be responsible for supporting curriculum development, monitoring and developing attendance and developing trainee teachers. The Deputy Headteacher will also be required to act as Deputy DSL.

You must be an excellent communicator and have the ability to forge strong relationships with pupils, parents, Trust colleagues, local schools and community networks.

In return, we will offer you:

- The opportunity to join a well-established school and supportive Trust
- An experienced and well-informed headteacher and CEO
- Collaboration with Trust school leaders who are like-minded professionals with common goals and aspirations for their schools
- Support for your ongoing professional development
- A supportive school environment where the best people will flourish and grow
- An opportunity to build on the very strong foundations currently in place

If this sounds like the right job at the right time for you, then please consider the additional information and submit your application form and an accompanying letter (of strictly no more than two sides of A4) by the deadline date.

Visits to the school are available by appointment only at the following times:

Monday 15 April 1.45pm or 4pm
Tuesday 16 April 10.45am
Friday 19 April 1.45pm or 4pm

To book an appointment please contact the school via email at admin@dhpschool.uk

It is our preference that shortlisted candidates are visited in their own schools between 24 and 26 April 2024. For an informal conversation with the Headteacher, Victoria Parr, please contact Victoria.parr@dhpschool.uk

The closing date for applications is Monday 22 April 2024 at 12.00 (noon).
Applications should be returned by email to c.leightley@peletrust.org.uk
Interviews are planned for 30 April and 1 May 2024.

Job Description

JOB TITLE:	**Deputy Headteacher**
GRADE:	**L8-L12**
RESPONSIBLE TO:	**Headteacher**
RESPONSIBLE FOR:	**Teachers and Professional Support Staff**

MAIN PURPOSE OF ROLE:
As a leading member of the Senior Leadership Team, to actively contribute to the strategic and operational leadership of the school; to secure high standards of teaching and learning leading to exceptional outcomes for all students.

GENERAL DUTIES/RESPONSIBILITIES

1. **Culture and ethos**
    - 1.1. upholding school culture
    - 1.2. behaviour management
    - 1.3. professional development

2. **Curriculum and teaching**
    - 2.1. teaching
    - 2.2. curriculum and assessment
    - 2.3. additional and special educational needs

3. **Organisational effectiveness**
    - 3.1. resource management
    - 3.2. school improvement
    - 3.3. working in partnership

These are underpinned by demonstrating consistently high standards of principled and professional conduct as outlined in the Seven Principles of Public Life, also known as the Nolan Principles. Both within and outside school, the postholder must:

- build relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to their professional position
- show tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain
- uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways that exploit their position, pupils' vulnerability or might lead pupils to break the law

As leader of our school community, the deputy headteacher must:

- serve in the best interests of the school's pupils
- conduct themselves in a manner compatible with their influential position in society by behaving ethically, fulfilling their professional responsibilities and modelling the behaviour of a good citizen
- uphold their obligation to give account and accept responsibility
- know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities
- take responsibility for their own continued professional development, engaging critically with educational research
- make a positive contribution to the wider education system

SPECIFIC DUTIES/RESPONSIBILITIES

1. School culture

1.1. support the Headteacher and Academy Committee to develop and sustain the school's ethos and strategic direction

1.2. play a leading role in creating a culture where pupils experience a positive and enriching school life

1.3. uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life

1.4. promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment

support the headteacher to ensure a culture of high staff professionalism

2. Teaching

2.1 exemplify a high standard of teaching and promote high expectations for all members of the school community
2.2 set expectations of high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
2.3 ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
2.4 ensure effective use is made of all forms of assessment and implement systems to ensure robust evaluation of school performance, progress data and actions to secure improvements comparable to appropriate national standards

3. Curriculum and assessment

3.1 lead the development and review of the curriculum including planning, recording and reporting, assessment for learning and the development of a structured and coherent curriculum entitlement that sets out the knowledge, understanding and skills that will be taught
3.2 with the Headteacher, establish and sustain effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
3.3 ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly supporting weak readers so that they can 'catch up and keep up' with their peers
3.4 ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

4. Behaviour

4.1 set high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
4.2 ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
4.3 implement consistent, fair and respectful approaches to managing behaviour
4.4 support adults within the school to model and teach the behaviour of a responsible and respectful citizen

5. Additional and special educational needs and disabilities

5.1 hold high and ambitious expectations for all pupils with additional and special educational needs and disabilities

5.2 lead and sustain culture and practices that enable pupils to access the curriculum and learn effectively

5.3 support staff to work effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate

6. Professional development

6.1 deliver high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs

6.2 contribute to the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development

6.3 ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

6.4 lead annual appraisal processes for identified support and teaching staff

6.5 take responsibility for the training and development of trainee teachers and induction of new staff

7. Organisational management

7.1 ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care

7.2 allocate resources appropriately, ensuring efficiency, effectiveness and probity

7.3 ensure staff are deployed and managed well with due attention paid to workload

7.4 oversee systems, processes and policies that enable the school to operate effectively and efficiently

8. Continuous school improvement

8.1 make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers that limit school effectiveness, and identify priority areas for improvement

8.2 develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context

8.3 deploy careful and effective improvement strategies, which lead to sustained school improvement over time

9. Working in partnership

9.1 forge constructive relationships beyond the school, working in partnership with parents, carers and the local community

9.2 work successfully with other schools in Pele Trust and those organisations outside of the Trust in a climate of mutual challenge and support

9.3 establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils

10. Governance and accountability

10.1 understand and welcome the role of effective governance, supporting the Headteacher in their obligations to give account and accept responsibility

10.2 establish and sustain a professional working relationship with those responsible for governance

10.3 ensure that staff know and understand their professional responsibilities and are held to account

10.4 ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties

Please note that successful applicants will be required to comply with all trust policies.

The successful applicant will be subject to full enhanced disclosure checks and these will be subject to rechecking as appropriate

Person Specification

POST TITLE: Deputy Headteacher **Date: April 2024**

ATTRIBUTES/ REQUIREMENTS	ESSENTIAL	DESIRABLE
QUALIFICATIONS	• First or second class (Hons) degree • QTS • Evidence of significant & continuing professional development	• NPQH • Existing Deputy Headteacher
EXPERIENCE	• Significant experience of senior leadership • Successful leadership of significant innovation/projects • Highly effective classroom practitioner • Proven track record in leading on assessment and improving outcomes • Have the necessary experience to give clear leadership of curriculum and pastoral issues • Deep understanding of safeguarding practice and principles in an educational setting	• Experience leading on staffing and resources • Experience of overseeing trainee and early career teachers • Experience of monitoring and evaluating attendance • Experience as a Designated Safeguarding Lead
PROFESSIONAL SKILLS	• Be able to further improve pupil outcomes for all • Demonstrate a commitment to quality and excellence in teaching and learning • Have the ability to analyse data, and implement successful improvement strategies to improve outcomes • Be skilled in the effective monitoring of performance of people and processes • Challenge, support, influence and motivate staff and pupils to improve performance and meet high expectations	• Have an understanding of the effective use of ICT to enhance teaching and learning • Leadership and management development • Be skilled in the development of evidence informed practice

	• Have the ability to identify and build on the strengths and expertise of individual staff and teams • Manage the school efficiently and effectively on a day to day basis	
KNOWLEDGE Understanding of:	• Development and management of an ambitious primary school curriculum • Early Years Foundation Stage framework • National curriculum requirements for KS1 and KS2 • Technology and data infrastructure and resources, and how these can be deployed to make effective use of pupil data • Issues related to the leadership and management of a primary school • Principles of effective teaching and learning • Highly effective CPD for staff improvement	• The context of Darras Hall Primary School • Current OFSTED framework and effective self-evaluation including accurate use of data in analysis and directing subsequent action • The legislative framework for the school's work, including Governance
LEADERSHIP AND MANAGEMENT Evidence of:	• Strong leadership qualities with a demonstrable record of managing educational responsibilities • Examples of successful leadership of school improvement projects • Being adaptable and open-minded • The ability to translate vision into practical policies and effective action	• Effective leadership in a Senior Leadership Team role

VISION Commitment to:	• Raising standards and achievement for all students • Ensuring the curriculum is ambitious for all students • High quality teaching, learning and assessment practices • Expanding the range of educational opportunities for all students • Collaborative work with other schools and agencies for the well-being of all students and their families	• Enhancing the profile of the school in Northumberland and beyond
PERSONAL ATTRIBUTES	• Be able to relate to all pupils in a positive and constructive way and inspire them to become the very best version of themselves • Have the capacity to earn the respect of pupils, staff, governors, and parents • Possess integrity, optimism, resilience and a well-developed sense of proportion and humour • Possess excellent written and verbal communication skills • Be committed to furthering the relationship with local, national and international communities	• Act as an outstanding ambassador for the school
Contra Indicators	• This post is not subject to the provisions of the Rehabilitation of Offenders Act and an enhanced DBS check is required	

Why Work for Pele Trust

Introduction

Pele Trust is a Multi Academy Trust (MAT) formed in February 2019. Currently a group of eight schools in Northumberland and North Tyneside, five primary and three secondary schools serving pupils aged 3 - 18, we came together through a mutual desire to provide the best educational experience for the pupils in our school partnership.

The schools are Belsay Primary School, Darras Hall Primary School, Heddon St. Andrews Church of England Primary School, Ponteland Primary School, Richard Coates Church of England Primary School and Ponteland High School, The Duchess's Community High School and John Spence Community High School.

Pele Trust Vision

Purpose

To build a learning community, brought together by choice, that enables our schools to support and challenge each other to provide consistently outstanding education whilst offering a more certain and stable pathway for students, parents and staff

To have an influential voice contributing to the development and enrichment of education in the north-east of England

Ambition

To be a learning community where everyone ...

- is happy to be
- learns and improves
- is known well and valued for who they are
- has a place
- is fulfilled
- consistently experiences a rich, stimulating and challenging learning environment
- strives for excellence in all they do
- treats others with respect, dignity and courtesy at all times
- contributes positively to the improvement of all of our schools
- recognises the important partnership between parents and school

Values

Pele Trust is founded upon values at both Trust and School level

1. Our schools are each driven by a set of explicit values that guide and shape the culture and ethos
2. We are committed to pursuing excellence in a manner that we can be proud of and that values every child, pupil and student equally
3. We are committed to acting with integrity and honesty in all of our decision making
4. We are committed to operating with openness and transparency and welcome the benefits of peer review and external scrutiny
5. We are committed to making a positive contribution to the development of the Trust and recognise that we will receive support and challenge in return
6. We believe that all individuals should be treated with compassion and kindness
7. We are optimistic in our outlook and see a positive future for our schools and pupils as we work together to meet the challenges ahead
8. We believe that leaders at all levels should demonstrate humility and a sense of service to others
9. We will seek to uphold and model the Nolan principles of public life, namely: selflessness; integrity; objectivity; accountability; openness; honesty; and leadership

Structure and Governance

The structure of Pele Trust comprises three levels:

- Board of Directors
- Academy Committees
- Executive Leadership Team.

The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels.

Directors

The Directors are responsible for setting general policy, adopting an annual development plan, setting the annual budget, trust wide budget monitoring and making major decisions about the direction of the MAT, capital expenditure and senior staff appointments.

Academy Committees

- The management of individual school's is delegated by the Directors to the Academy Committee (AC) whose role is to:
- Maintain an overview and keep the Directors properly informed of the conduct and progress of the Academy
- Act as a critical friend to the Headteacher and staff of the Academy
- Be accountable to the Directors, parents and the wider community for the AC's actions and the Academy's overall performance

Executive Leadership Team

Comprising the Chief Executive Officer, Chief Operating Officer and all Headteachers, the Executive Leadership Team (ELT) operates at an executive level implementing the policies defined by the Directors and managing operational school business.

Each school has its own senior and middle leadership teams which may include Deputy Headteachers, Assistant Headteachers, Heads of Department/Faculty, Phase Leaders and Pastoral Leaders. These managers support Headteachers in the day to day operation of the academies, in particular organising the teaching staff, facilities and students.

Central Services

The Central Services team provides financial, administrative and business management support to all schools in the Trust.

Growth and Development

Directors have aspirations to increase the number of schools in the Pele Trust family. The first few years have been about establishing and embedding culture, structures and policy but we are at a point now that if we are to have an influential voice across the north east then it is time to increase in size and reach and Directors of Pele Trust expect to see Pele Trust grow and add more schools within the next 12-18 months.

Further information about Pele Trust, including Director profiles, statutory reports and links to individual school websites can be found on the Pele Trust website https://www.peletrust.org.uk/governance/

Training and Development
We offer training packages for a broad range of staff from School Direct pupils through to Chief Executive Officer, as well as professional support staff.

Aspiring leaders undertake National Professional Qualifications such as NPQH and NPQSL and all colleagues can access training relevant to specific needs and job role.

Our bespoke Trust Leadership Development programme, Peer Reviews, Networks and middle leader placements offer a unique opportunity for teaching colleagues to develop and share their skills and expertise with school and Trust colleagues. All teachers undertake an action research project as part of their appraisal targets.

PELE TRUST

Our schools

- Belsay Primary School
- Darras Hall Primary School
- Heddon St. Andrew's CE Primary School
- John Spence Community High School
- Ponteland High School
- Ponteland Primary School
- Richard Coates CE Primary School
- The Duchess's Community High School