



# Park Community Academy

## Deputy Headteacher Post Candidate Information Pack



“We grow together, we learn together, we will achieve our best together”

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The Sea View Trust  
Ewood campus, Clod Lane, Haslingden, BB4 6LR  
Tel: 01706 214640

Chair of the Trust: Mr D Wallbank  
Chief Executive Officer: Ms A Y Holdsworth  
Company Secretary: Mrs N Wilkinson



26<sup>th</sup> March 2021

Dear Candidate,

### **WELCOME FROM THE CEO**

I am delighted that you are interested in our current Deputy Headteacher vacancy at Park Community Academy (PCA). The post has arisen following the successful promotion of the Deputy Headteacher into the Headteacher role and we are now very much looking forward to appointing a talented professional to join the leadership team of this outstanding academy on 1<sup>st</sup> September 2021.

The Sea View Trust is an inclusive Multi Academy Trust (MAT), currently comprised of three primary academies and 2 special schools, together with Valley College (a post-16 specialist institution). The Trust supports circa 500 staff and in excess of 2,000 students.

We are ambitious with our plans; in the next five years, we aim to further grow the Trust by developing our specialist provisions, partnering with concurring schools and, should the right opportunity present itself, open a Free School. The Deputy Headteacher at PCA will play a key role in supporting with our development, ensuring that we truly become the Trust of choice.

This leadership post is an exciting opportunity to drive continual improvement. Although PCA has an outstanding track record, the Deputy Headteacher will play an integral part in building on this status, working in partnership with the Headteacher, local authority and CEO to meet changing local needs. More detail about the role is contained in the Job Description later in this brochure but a common theme is that the Deputy Headteacher will work closely with the Headteacher, Local Governing Body and the Trust Central Team to ensure we provide an outstanding education for our pupil cohorts across PCA and the wider Trust.

If you would like to know more about the academy, in the first instance you are warmly invited to contact Mrs Gill Hughes (Headteacher) at Park Community Academy. In the meantime, I very much look forward to receiving your application.

Best wishes,

**Ms Angela Holdsworth**  
Chief Executive Officer



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"We grow together, we learn together, we will achieve our best together"

**Headteacher: Mrs G Hughes**

**158 Whitegate Drive**

**Blackpool FY3 9HF**

Telephone: (01253) 764130

Fax: (01253) 600670

Email Address: [admin@park.blackpool.sch.uk](mailto:admin@park.blackpool.sch.uk)

Website: [www.park.blackpool.sch.uk](http://www.park.blackpool.sch.uk)

24<sup>th</sup> March 2021

Dear Applicant,

#### **LETTER FROM THE CHAIR OF GOVERNORS**

Thank you for your interest in the position of Deputy Headteacher at Park Community Academy. Our governors, staff, pupils and their families are incredibly proud of our school. In 2018 OFSTED said, "All groups of pupils make exceptional progress at this remarkable school because governors, leaders and staff ensure that every effort is made to provide each individual pupil with the personalised support necessary for them to thrive". At PCA, we aim to provide high quality education for all our children in a safe and secure environment which reflects care, happiness, enjoyment and success.

Park Community Academy is a member of The Sea View Trust and first converted to Academy status in September 2013. It is a Special Academy catering for children and young people aged from 2 to 19 years. There are currently 305 pupils on roll and Blackpool Children's Services are the Admissions Authority. The children all have an Education Health and Care Plan and have a range of learning needs. The school is set in a pleasant area, close to Stanley Park.

As our inspirational Deputy Headteacher, Mrs. Gill Hughes, took over the role of Headteacher in January 2021, this is a rare opportunity to join a vibrant, thriving, happy and successful school, which has been judged as Outstanding by OFSTED on four occasions. We are very excited about the future of the school and look forward to working with our leadership team to see it develop further within the Sea View Trust.

We believe the opportunity to join our school as Deputy Headteacher during this next phase presents a brilliant opportunity for a leader who is passionate about education, keen to innovate in teaching and learning and who can help develop an ambitious vision and strategy for the future of Park Community Academy. We are seeking somebody with exceptional leadership skills, energy and commitment.

As a governing body, you can be assured that we are extremely dedicated to the school and highly supportive of our leadership team and all our staff, who are a major strength of the school. This will be a challenging and rewarding role for the successful candidate and the Governors are fully committed to providing the new Deputy Headteacher with all the challenge and support needed to be effective and successful in the post. The Governing Body encourages and supports the take up of opportunities for continuing professional development.

Visits to our school are difficult at this time, but will be offered to shortlisted candidates, where social distancing can take place. To find out more detailed information about our wonderful school, please take time to view our website and have a look at our Twitter feed @PCABlackpool.

On behalf of the Governing Body, thank you again for your interest in this position and we look forward to receiving your application.

Yours faithfully,



**Mrs Susan Fielder**  
Chair of Governors



**Artsmark**  
**Platinum Award**  
Awarded by Arts  
Council England



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Ewood Campus, Clod Lane, Haslingden, BB4 8HQ

**Registered Charity No 1091560**



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**Headteacher: Mrs G Hughes**

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**Website: [www.park.blackpool.sch.uk](http://www.park.blackpool.sch.uk)**

24<sup>th</sup> March 2021

Dear Candidate,

Thank you for your interest in the position of Deputy Headteacher at Park Community Academy, I am delighted that you are considering joining us.

Having been Deputy Headteacher at Park Community Academy for 7 years, prior to taking up the Headship in January 2021, I have a clear understanding of the importance and the impact of this critical role within the school. As our Deputy Headteacher, you will play a significant part in leading the staff, pupils, parents and governors in further developing our aims, values and systems of working; further embedding our current excellent practice and implementing innovative new strategies to ensure that we continue to enable our children and young people to be the very best that they can be.

As Deputy Headteacher, you will be part of an experienced, supportive and innovative Senior Leadership Team that places the aspirations for, and achievements of, our pupils at the centre of all that we do. Our culture is to work collaboratively and strategically to ensure that the mental health and wellbeing of the whole school community remains a focus for us all. Additionally, whilst the role of the Deputy Headteacher is non class based, a high level of visibility across the school is essential. This supports ongoing school self-evaluation and improvement, together with effective pastoral support for our whole school community.

If you wish to discuss the post, or to find out more about Park Community Academy, I would be delighted to hear from you. Please do contact me directly via e mail ([gill.hughes@park.blackpool.sch.uk](mailto:gill.hughes@park.blackpool.sch.uk)) or the school office: 01253 764130. Meanwhile, we very much look forward to receiving applications from outstanding practitioners with relentless drive, enthusiasm and resilience, who would enjoy working with, and leading, a highly motivated and effective staff team.

Best wishes,

**Mrs Gill Hughes**

Headteacher



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Registered Charity No 1091560

# Application Procedure

## Further Information

For a confidential discussion about The Sea View Trust, please do contact:

**Angela Holdsworth (CEO)**

Telephone: 01706 214640

Email: a.holdsworth@theviewtrust.org

For an informal discussion about the academy, you are warmly invited to contact:

**Mrs Gill Hughes (Headteacher)**

Telephone: 01253 764130

Email: gill.hughes@park.blackpool.sch.uk

## Application Form

Please complete the Trust's application form, available from the Trust website:

**<http://theseaviewtrust.co.uk/vacancies>**

Completed application forms, with a covering letter of application, are returnable to:

**Post:** Mrs N Wilkinson, Trust Business Manager

The Sea View Trust

Clod Lane

Haslingden

BB4 8HQ

**Email:** trustoffice@theviewtrust.org

## Application Deadlines

Closing date: **Monday 19<sup>th</sup> April 2021, strictly 9am**

Shortlisting: **Monday 19<sup>th</sup> April and Tuesday 20<sup>th</sup> April 2021**

Interviews: **Tuesday 27<sup>th</sup> and Wednesday 28<sup>th</sup> April 2021**

Prospective candidates are advised that they will be contacted with details of the interview process as soon as possible after the shortlisting process.

## Safer Recruitment

The Sea View Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process that includes assessing candidates' suitability to work with children.

The academies within our Trust are committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

All staff will be required to hold an enhanced DBS Disclosure.

*To ensure compliance with Safer Recruitment Guidelines, CVs will not be accepted.*

## Equal Opportunities

At our Trust we believe that all individuals are of equal value and we are committed to equal opportunities for all. All people who work and study in the Trust have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

## Overview of the Trust

In September 2013 (together with Anchorsholme Primary and Devonshire) Park Community School (Special) converted to Academy status and formed the Blackpool Multi Academy Trust (BMAT). Revoe Learning Academy came to the Trust shortly after this, as a sponsored academy, and we are delighted that it is now a 'Good' academy. In November 2019, BMAT merged with the equally successful View Trust to become The Sea View Trust (TSVT). The academies all benefit from a unique relationship that has since developed between them and the Trust is extremely proud of its Sponsor Status.

Each academy within the Multi Academy Trust (MAT) currently has a dedicated team to assist with the day-to-day business requirements. The vision is that, in time, a central team of MAT employees will work across all the academies, supporting with performance, compliance, financial efficiencies, development and further MAT growth. Work in developing this is well underway with a view to this central service supporting all our leadership teams, Trust wide, in their roles.

Turning more specifically to Park Community Academy (PCA), the Trustees and Governors are now seeking to secure an outstanding leader as a Deputy Headteacher. The successful candidate will be an integral part of the leadership team at PCA and have the highest ambitions for our children. Not only will he/ she ensure the day to day delivery of high quality education for the learners, they will be pivotal in assisting the Headteacher with PCA's performance and progression.

We envisage that the appointed leader will be a skilled communicator who can engage with all sections of our community and support the new Headteacher with her vision to provide inclusive education. They will provide support for planning creatively, successfully and within tight budgetary constraints, developing new and innovative ways for the provision to meet the wider needs of the local authority and community.



# Overview of the Academy



## INTRODUCTION

Park Community Academy is a Community Special Academy for pupils aged 2 - 19 years from Blackpool and surrounding areas. Blackpool Council's Children and Young People's Department have retained their statutory duties with regards to admitting children into the Academy and there are currently 305 pupils on roll.

From September 2015, the Local Authority commissioned Park Community Academy to deliver post-16 provision for pupils with Special Educational Needs. This is co-located provision with Woodlands School situated off site, based at Westbury Sixth Form Centre.

## LOCATION

The Academy is situated in a pleasant area of the well-known seaside resort of Blackpool, approximately one-mile inland from the town centre and sea front. Nearby is the large open space and recreational and sports area of Stanley Park, and in close proximity to the Whitegate Drive Health Centre and Woodlands School for pupils with SLD/PMLD.

## WESTBURY SIXTH FORM CENTRE

Westbury Sixth Form Centre provides a nurturing environment in a strong pastoral setting. It utilizes a holistic learning approach to maximize inclusivity and provides real opportunities for students to develop those all-important employability skills. WSFC's mission is to provide students with outstanding teaching and learning that will prepare them for the start of their adult life.



## THE PUPILS

All pupils attending PCA have an Education, Health and Care Plan. The children and young people have a range of learning needs associated with moderate to severe learning difficulties, complex learning difficulties (including autistic spectrum disorders), sensory difficulties and associated social emotional and behavioral difficulties and challenging behaviours. Many are admitted from local mainstream Schools or Nurseries. However, because of the nature of Blackpool, there is a significant transient population and some pupils move into the area with only partly completed statements or EHCP's. Children are regularly admitted at any time throughout the academy year.



Our pupils have access to a broad and balanced curriculum, adapted to meet the needs of each individual. In addition to gaining language, mathematical, scientific, technological, artistic and physical skills, our aim is for children to build confidence, develop self-reliance, learn to make decisions and develop the ability to express feelings and ideas.

We attach great importance to the personal, social and moral development of pupils, seeking to enable them to build positive relationships with other pupils and adults, and to be sensitive to the feelings and needs of others. We work hard to ensure that all pupils feel good about themselves, acquiring a high level of self-esteem to promote self-confidence.



## THE STAFF

All teaching staff have leadership responsibilities for curriculum areas across the whole academy, at either primary or secondary level. Class based support staff are integral members of the teaching teams and all are supported by dedicated groups of non-class based staff. The academy also promotes, in conjunction with a partner training agency, a highly successful apprentice Teaching Assistant training programme.

## THE BUILDINGS AND SITE

The original school opened in September 1960, and the architecture reflects the style of that period. Since this time, there has been significant investment and development, resulting in a site that now has numerous specialist areas, located both in integrated and outlying teaching spaces.

Outside is a large playing field, a floodlit Multi Use Games Area (MUGA), a smaller MUGA for primary pupil use, a trim trail, a separate playgrounds for early years, primary and secondary pupils and 3 separate car parking areas.

Subject to availability and Covid restrictions permitting, interested candidates are invited to tour the academy site and buildings with the Headteacher who can further explain any recent developments.



## OFSTED INSPECTION

The academy was last inspected in May 2018 and was judged as **‘Outstanding’**. It was also judged as ‘Outstanding’ in its previous full Inspections in May 2015, October 2009 and May 2007.

For further information about the strengths of our academy, please visit the Ofsted website to read the full report: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) – ‘schools’



## **ACADEMY ACHIEVEMENTS**

Park Community Academy is proud to have received a number of accolades and more information about this can be found on the website or via the office.

## **TRUST CURRICULUM STATEMENT**

The Park Community Academy curriculum is driven by the curriculum statement of The Sea View Trust. This places emphasis on providing a formal developmental and additional curriculum, relevant to each learner's needs.

Pupils will have access to the Foundation Stage and the full breadth of the National Curriculum, having due regard for the relevance to each pupil at their particular age and development level.

## **ACADEMY ORGANISATION**

The Academy is organised into the five stages of education defined by the National Curriculum:

KEY STAGE 1:	Yrs. R, 1 and 2	Lower Primary
KEY STAGE 2:	Yrs. 3 to 6	Upper Primary
KEY STAGE 3:	Yrs. 7 to 9	Lower Secondary.
KEY STAGE 4:	Yrs. 10 and 11	Upper Secondary.
KEY STAGE 5	Years 12, 13 and 14	Sixth Form

### **Staff**

The teaching staff compliment is organised into five teams, one for each of the Key Stages. The teams also include Nursery Nurses or Special Support Assistants and apprentice Teaching Assistants who work closely with the teachers. The work within each Key Stage is organised by a senior team member, a Team Leader.

### **Pupils**

The pupils are organised into tutor groups or "classes" with children of similar age. The class teacher (or form tutor) has direct day to day responsibility for maintaining an overview of the pupil's well-being, together with their progress and care. Older learners experience a number of subject specialists, in line with mainstream models.

*Every effort is made to promote the inclusion of our pupils within the mainstream sector where appropriate and this work is developing still further.*

### **Break-times**

During break times, the pupils and students mix socially within their own age bands.

### **College Link Courses and Accreditation**

Students in Years 11 to 14 access mainstream college link courses and the academy offers a range of accreditations.

### **Parents and Carers Partnership**

PCA works in close partnership with families.

### **Children and Family Support Team**

The Children and Family Support Team is a key team within the pastoral care system of the academy, comprising of a Support Worker Children and a Family Support Manager. Both work with academy based colleagues, individual families and external agencies to further develop home school relations. This promotes a high quality educational provision for all pupils, in an environment that reflects care, happiness, enjoyment and success. The academy also has Lead Learning Mentors to further support the learners.

### **Other Multi Agency Staff**

PCA has access to a School Nurse Practitioner (SNP), for one day per week, who supports the academy in addressing health related issues. The SNP delivers health related programmes across the academy in order to promote healthy lifestyles and good health, conducts health assessment of individuals, maintains a 'health surveillance' and leads on health promotion; this ensures that both local and national Public Health initiatives are met.

### **OUT OF SCHOOL CARE**

The academy is an OFSTED registered provider of Out of School Care and, in normal circumstances provides clubs three nights per week, completely free of charge. A variety of sessions are offered, including a range of sports, leisure, recreational, musical, art and technology based activities for pupils of primary and secondary age. In July 2007 the academy's Summer Activity Scheme was also inspected by OFSTED. The overall quality and standards of care provided by the academy were judged as 'Outstanding' in all areas. The full report can be viewed at [www.ofsted.gov.uk](http://www.ofsted.gov.uk) – 'out of school care'.

## Sea View Trust Deputy Headteacher

### Job Description and Person Specification - Park Community Academy

<b>Job Description</b>	
<b>Job Title</b>	Deputy Headteacher – Park Community Academy
<b>Pay Grade/ Scale/ Range</b>	L16 – L20
<b>Start date</b>	1 <sup>st</sup> September 2021
<b>Benefits and Perks</b>	TOIL Occupational Pension Scheme Occupational Sickness Scheme
<b>Working Hours</b>	Hours in accordance with School Teachers’ Pay and Conditions document 2020 2021
<b>Location</b>	Park Community Academy and associated settings
<b>Staff Responsible to:</b>	Headteacher
<b>Staff Responsible for:</b>	Staff within Park Community Academy and identified partner organisations
<b>Probationary period:</b>	2 academic terms
<p><b>Purpose of the post:</b></p> <ul style="list-style-type: none"> <li>• To provide inspirational and professional leadership to staff to maintain an outstanding education for pupils and students at Park Community Academy (PCA)</li> <li>• To provide strategic and operational leadership on curriculum and learning environment development within the academy</li> <li>• To lead the development of high quality innovative teaching and learning in line with national priorities and the needs of individual learners</li> <li>• To lead workforce development in line with national priorities and Trust needs in accordance with the vision and values of the Trust</li> <li>• To deputise for the Headteacher as required</li> <li>• To engage effectively with all stakeholders to fulfil the aims of the academy and the vision and values of the wider Trust</li> </ul>	
<b>Key Skills and Responsibilities of Deputy Headteachers</b>	
<p><b>Teaching, Learning and Assessment and Pupil Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Have a proven track record of outstanding teaching which clearly reflects current best practice in SEND educational pedagogy</li> <li>• Ensure a consistent and continuous focus on pupil achievement, using data and benchmarks to monitor progress and promote high attainment for all</li> <li>• Ensure that personalised learning is at the centre of strategic planning and resource management</li> <li>• Lead strategically in ensuring a broad, structured and coherent curriculum offer and accreditation entitlement at PCA which sets out the knowledge, skills and values that will be taught</li> <li>• Establish and sustain high-quality, expert teaching, culture and practices across all subjects and phases, that enable pupils to access the curriculum and learn effectively</li> </ul>	

build on an evidence-informed understanding of effective teaching and how pupils learn

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities and that all teaching is underpinned by high levels of SEND expertise and personalised learning is at the centre of strategic planning and resource management
- Lead and report directly on performance data and all issues relating to curriculum and pupil outcomes to Governors, the Trust, the Local Authority, parents/carers and other key partners as necessary
- Ensure a consistent and continuous focus on pupil achievement, using data and benchmarks to demonstrate and articulate high expectations and set challenging targets which promote high attainment for all
- Ensure a culture and ethos of challenge and support, where all young people can achieve success and become engaged in their learning
- Demonstrate and articulate high expectations and set challenging targets
- Implement strategies which secure high standards of behaviour and attendance
- Monitor, evaluate and review classroom practice and promote improvement strategies
- Challenge under-performance at all levels and ensure effective follow-up

#### **Leadership and Management (including communication and relationships)**

- To deputise for the Headteacher
- In partnership with the Headteacher and CEO produce clear, evidence based improvement plans for the development of the academy and its facilities
- In partnership with the Headteacher, CEO, Trustees and Governors - recruit, retain and deploy staff in line with safeguarding procedures
- Act as an Appraisal Team Leader and be the direct line manager to the Assistant Headteachers
- Manage and organise the academy environment efficiently and effectively to ensure that it meets the needs of the curriculum and adheres to health and safety regulations
- Ensure safe and efficient daily running of the academy, including systems relating to pupil supervision at the start of day, lunchtime and end of day
- Work with the Headteacher and CEO (and named key colleagues) to ensure the highest priority is given to safeguarding and promoting the welfare of the young people and staff in the academy
- Ensure that the range, quality and use of available resources (including human resources) is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Support staff with budget setting and monitoring as required
- Work with the community to promote the academy and share its' values
- Demonstrate the academy's vision and the values in everyday work practice, implementing all agreed policies
- Motivate and work with others to create a shared culture and positive atmosphere
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence
- Research and keep abreast of current initiatives, analysing and agreeing appropriate implementation when it is for the benefit for the young people within the academy
- Work with the leadership team to build a collaborative learning culture within the

academy and actively engage with other schools (particularly academies within the Trust) to build an effective learning community and promote inclusion

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture
- Develop and maintain a culture of high expectations for self and others, taking appropriate action when performance and/or attendance is unsatisfactory
- Provide day to day leadership and management support to the academy

### **Specific Areas of Accountability**

#### **Curriculum, Teaching and Learning**

- Report directly on performance data and all concerns relating to curriculum and pupil outcomes
- Report directly to Governors and their subcommittees where required
- Oversee all policy documentation related to curriculum and pupil outcomes
- Manage statutory and non-statutory assessment processes
- Maintain and publish all curriculum overview documentation
- Manage pupil groupings
- Manage staff attendance interviews (where required)
- Take lead responsibility for the academy website ensuring compliance with DfE guidance and accessibility for all stakeholders
- Assume strategic responsibility for staff CPD, including dedicated staff meeting time
- Oversee the management of all new staff induction (including students and volunteers)
- Oversee the management of daily cover arrangements
- Oversee the management of lunchtime arrangements, including duties and cover
- Assume responsibility for overseeing the academy monitoring calendar, ensuring academy data is robust; internal and external moderation for all faculties
- Support with the management of academy admissions
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise and subject knowledge supported by access to professional networks and communities

#### **Personal Development, Behaviour and Safety**

- Report directly to the Headteacher on all issues relating to behaviour and safety
- Report directly to Governors subcommittee (where required)
- Oversee all policy documentation related to behaviour and safety, including Health and Safety and Care and Control
- Maintain effective systems to analyse attendance, Health and Safety and Behaviour/Conduct data, including a log for serious incidents
- Support and train staff in effective Risk Assessment practices
- Achieve and maintain DSL status, ensuring that appropriate welfare and child protection processes are in place across the academy (including use of an online monitoring system) and links with external agencies involved with protecting children
- Achieve and maintain EVC status, ensuring that appropriate action is taken to mitigate for any risks arising from children leaving the academy site for educational visit purposes
- Ensure compliance with legal frameworks relating to the appropriate use of RPI



- Maintain effective systems in relation to the management, recording and reporting of injuries and accidents
- Manage any exclusion processes (including recording) and ensure they are compliant with legislative requirements
- Lead on Pupil Voice and ensure that the Academy Council is effective
- Liaise with external agencies as required
- Lead responsibility for the extended day, providing appropriate support to any clubs and parent groups as required
- Conduct staff risk assessments as required
- Support on (and lead where required) staff well-being and workload reduction
- Maintain a strategic overview of the day to day activities of delegated areas of responsibility to ensure the school operates in a highly effective and efficient manner, ensuring that it meets the needs of the curriculum and adheres to health and safety regulations

#### **Generic Duties**

1. Comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person
2. Contribute to the overall work and ethos of the organisation, working harmoniously with colleagues and demonstrating loyalty to the Trust
3. Attend and participate in meetings as required
4. Improve own practice through training, observation, evaluation and discussion with colleagues
5. Recognise own strengths and areas of expertise and use them to support others
6. Work across The Sea View Trust and partner organisations if required
7. Understand the importance of inclusion, equality and diversity when working with pupils, students and colleagues, promoting equal opportunities for all
8. Take a pro-active approach to health and safety, working with others in the academy to minimise and mitigate potential hazards and risks, and actively contribute to the security of the academy
9. Participate and engage with workplace learning and development opportunities, subject to the academy's CPD plan, working to continually improve own performance and that of the team/academy
10. To undertake any other additional duties commensurate with the grade of the post, including after academy and in holiday periods if necessary

#### **Contacts**

Staff, stakeholders, external agencies, members of the public

#### **Special Conditions**

An enhanced Disclosure and Barring Service (DBS) check is required for this post

**Written by:** A Y Holdsworth – March 2021

## Person Specification

**PLEASE NOTE: Governors/Trustees will use the criteria below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Governors/Trustees satisfaction) will be invited to interview.**

ESSENTIAL Selection Criteria	DESIRABLE Selection Criteria	How Assessed
<b>Education and Qualifications</b>		
<ul style="list-style-type: none"> <li>NPQSL</li> <li>Qualified teacher</li> <li>Evidence of continuing professional development in SEND</li> <li>Evidence of significant participation and quantifiable impact within a senior leadership team</li> </ul>	NPQH  Specialist Leader in Education  Specialist Practitioner in Education  Post graduate specialism in SEND	AF / I
<b>Experience and Knowledge</b>		
<ul style="list-style-type: none"> <li>Minimum criteria when taking up post:               <ul style="list-style-type: none"> <li>1 year Assistant Headship experience in a large special school (+200 pupils) or</li> <li>3 years Deputy/ Assistant Headship experience in a smaller school (under 200 pupils)</li> </ul> </li> <li>3 years special school teaching experience</li> </ul> <p><b>Be able to demonstrate experience, understanding and application of:</b></p> <ul style="list-style-type: none"> <li>Strategies for raising children's progress and achievement</li> <li>All child protection and adult safeguarding procedures</li> <li>Strategies for promoting their spiritual, moral, social and cultural development and their good conduct</li> <li>Strategies to raise standards through effective teaching and learning</li> <li>Different leadership styles and practices and their effects in a variety of contexts within an academy</li> <li>The planning, monitoring and implementation of a differentiated curriculum</li> <li>The support of staff with teaching and learning and day to day management</li> <li>The responsibilities of trustees/governors as defined by national and local regulations</li> <li>Equality of opportunity and inclusion</li> <li>Curriculum model and timetable breadth and balance</li> <li>Assessment cycle</li> <li>Effective, oral and written presentations and correspondence to</li> </ul>	Experience of teaching in more than one academy  Leadership position in more than one key stage  Financial awareness in an educational setting  Experience as a faculty lead  Experience of CPD delivery  Communication training e.g. Elklan  Experience of website development	AF / I

<p>a range of audiences</p> <ul style="list-style-type: none"> <li>• Working with the age range 2-19</li> <li>• Knowledge of system leadership beyond own academy</li> <li>• Extended academy activities including residential and holiday activities</li> </ul> <p><b>Knowledge of:</b></p> <ul style="list-style-type: none"> <li>• Curriculum models – breadth and balance across age ranges</li> <li>• Formative and summative assessment processes (including statutory)</li> <li>• Website compliance</li> <li>• Social media strategies</li> <li>• Key features of outstanding teaching and learning and enabling learning environments</li> <li>• Staff CPD and development models</li> <li>• Policies and procedures relating to staff conduct and discipline, capability and attendance</li> <li>• Implications of targeted grants (pupil premium grant, Primary PE and sport)</li> </ul> <p><b>Experience of:</b></p> <ul style="list-style-type: none"> <li>• Leading curriculum initiatives in an academy</li> <li>• Supporting staff in improving the quality of teaching and learning, including devising appropriate curriculum interventions</li> <li>• Working with children and families to improve pupil outcomes</li> <li>• Robust assessment, moderation and data tracking</li> <li>• Using assessment data analysis to strategically support planning</li> </ul>	<p>Involvement with academy change team/ pupil council</p> <p>Active involvement in fundraising activities</p>	
Skills and Abilities		
<p><b>Leadership Skill - The ability to use appropriate leadership styles in different situations in order to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate loyalty to the Trust and Senior Leadership Team (SLT) at all times</li> <li>• Create and secure commitment to a clear vision for an effective academy</li> <li>• Set high expectations and standards and provide a role model for learners and staff</li> <li>• Prioritise, plan and organise the work of the academy</li> <li>• Devolve responsibilities, allowing staff the freedom to act within a defined framework</li> <li>• Monitor practice to ensure that devolved responsibilities are being carried out</li> <li>• Build, support and work as part of a team</li> <li>• Motivate pupils and staff</li> <li>• Work effectively in partnership with parents, Headteacher, CEO, Trustees, Governors and the wider community</li> <li>• Deal sensitively with people and resolve conflicts</li> <li>• Seek advice and support where necessary</li> </ul>		<p><b>AF / I</b></p>

<ul style="list-style-type: none"> <li>• Meet the requirements of relevant legislation appertaining to specific post</li> </ul> <p><b>Decision making Skills - The ability to:</b></p> <ul style="list-style-type: none"> <li>• Make decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside the academy</li> <li>• Demonstrate balanced and fair judgement</li> </ul> <p><b>Communication Skills - The ability to:</b></p> <ul style="list-style-type: none"> <li>• Listen to and understand the views of others</li> <li>• Make points clearly</li> <li>• Consult and negotiate to achieve specific objectives</li> <li>• Establish and manage good communication systems</li> <li>• Chair and contribute to meetings effectively</li> <li>• Prioritise and manage one's own time effectively</li> <li>• Work consistently to deadlines</li> <li>• Set and achieve challenging but realistic goals</li> <li>• Take responsibility for one's own professional development</li> <li>• Lead adult training sessions</li> </ul>		
<b>Work circumstances</b>		
<p><b>Commitment to personal development:</b></p> <ul style="list-style-type: none"> <li>• Punctual and have regular attendance</li> <li>• Willing and able to work flexibly as may be required</li> <li>• Travel and work at any setting within The Sea View Trust group as may be required</li> <li>• Occasional out of hours working to support academy functions or evening meetings</li> </ul>		I

**Abbreviations: AF = Application Form; I = Interview.**

**Any candidate with a disability who meets the essential criteria will be invited to interview**