

# Candidate Information Pack



## Head of Academy

for

**Dunston Primary and Nursery Academy**  
**Chesterfield, Derbyshire**



**Communities Learning Together**

Cavendish Learning Trust, Netherthorpe School, Ralph Road, Staveley, Derbyshire, S43 3PU  
Tel: 01246 479013 e: [info@clt.org.uk](mailto:info@clt.org.uk) [www.clt.org.uk](http://www.clt.org.uk)

## Welcome from the CEO of Cavendish Learning Trust

Dear Applicant,

Thank you for showing an interest in joining the Cavendish Learning Trust. We believe that this is an extremely exciting time to join the Trust, as the process to re-launch many aspects of our work has commenced and the successful applicant will be an integral part of this strategy for the Trust.

The Trust currently has four academies that are geographical based in Chesterfield, with over 1,600 children attending from the ages of 2 to 18. Our academies are:

- Barrow Hill Primary Academy
- Dunston Primary and Nursery Academy
- Netherthorpe School
- Whittington Moor Nursery and Infant Academy

We are very fortunate to be a cross-phase multi-academy Trust, which gives us the opportunity to share a wide range of knowledge and expertise for the benefit of the children within all of our academies.

The Vision and Values of the Trust have recently been reviewed in order to give a clear focus to the work we do and are built around our vision statement;

**We are a family of schools working together focused on supporting the needs of our individual communities, providing excellent education to maximise children and young adults' life choices.**

The Trust also has a framework for operation entitled 'Our Commitments', which ensures that all academies within the Trust are providing an equitable education to the children in the communities in which they serve. More information on both these key areas can be found by visiting our website [www.clt.org.uk](http://www.clt.org.uk)

Our academies are supported by a Shared Services Team which supports in the following areas:

- Education Strategy including monitoring and evaluation
- Budget setting and monitoring
- Contracts and project management
- Facilities
- Human Resources
- Data Protection and Compliance
- Health and Safety

Thank you again for your interest in joining us and the best of luck with your application. We look forward to welcoming you to the Trust and sharing with you, our commitment to support the children and communities that we serve.

**Dave Williams**



# Dunston Primary and Nursery Academy

## Head of Academy

**Permanent – Full Time Leadership Scale 14 – 18 (£61,042-£67,351)**

Dunston Primary and Nursery Academy has almost 300 pupils on roll and is situated in the market town of Chesterfield, Derbyshire serving the community of Dunston and the surrounding areas. The academy has a designated Enhanced Resource (ER) mainstream school, which provides unique specialist provision for children with cerebral palsy and other physical impairments.

We are a positive, friendly and vibrant academy in which all the children and staff feel valued and supported. Our core values are **'persevere, enjoy and succeed'** alongside our promise to:

- provide a safe, supportive learning environment where curiosity is used to take risks.
- value everyone and celebrate being unique.
- learn through engaging, first hand experiences: within and beyond our local community.
- ensure appropriate challenge for all
- build positive, respectful relationships.

We are looking to appoint an innovative and inspirational person who has the skills and experience to lead Dunston Primary and Nursery Academy on to the next stage of its journey, to ensure the best possible experiences and outcomes for every child.

We are looking for an experienced primary school leader who:

- has a proven track record of inspiring and empowering those around them to raise standards
- has high expectations of achievement and behaviour and who believes that every child can succeed
- has a clear vision to develop the academy and the skills and determination to achieve this
- has an excellent understanding of how to develop an effective primary curriculum
- is committed to working in partnership with the parents and the community to provide a safe and caring environment which allows pupils to develop socially, emotionally and academically

We can offer you:

- high quality support from an experienced Trust team, including school improvement, finance and HR
- opportunities to work with colleagues and leaders from across the trust
- a commitment to your professional development as a leader
- a supportive staff team who are committed to working together to make a positive difference for every child

If you have any further questions or you would like a discussion about the role or would like to arrange a visit, please see the section below on **'How to Apply and Visit our Academy'**.

# Job Description

## Overview

The Head of Academy will work under the guidance and direction of the Executive Primary Lead.

### The main purpose of the Head of Academy role is to:

- Oversee the leadership and management of the academy and be responsible for the day-to-day operational management and organisation
- Be responsible and accountable to the Executive Primary Lead for the quality and effectiveness of teaching and learning and outcomes at the academy
- Safeguard children and promote the welfare of all children by implementation of Child Protection and Safeguarding Policies across the academy
- Carry out professional duties as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document (STPCD) and other relevant statutory provisions.

## 1. Vision, Direction and Development of the Academy.

The Head of Academy will work with the support and direction of the Executive Primary Lead and the Academy Improvement Board to develop a vision and strategic view for the Academy, which will inspire and motivate pupils, staff, parents and wider members of the academy community.

It is the responsibility of the Head of Academy to work to achieve the strategic objectives set and to ensure the vision for the academy is clearly articulated, shared, understood and implemented effectively by all.

### Main Duties:

- a) Responsible on a day-to-day basis for the internal organisation, management and control of the academy as agreed with the Executive Primary Lead. Consult, as appropriate, with the staff of the school, the pupils, parents and carers
- b) Work collaboratively with the Executive Primary Lead to translate the vision into agreed objectives and operational plans for the academy to promote and sustain school improvement
- c) Alongside the Executive Primary Lead, take responsibility for recruiting, inducting, retaining and deploying high-quality staff appropriately so that the vision, aims and key priorities for the academy can be achieved
- d) Work with the Executive Primary Lead and the Academy Improvement Board to monitor and evaluate the performance of the school
- e) Demonstrate vision, values and aspiration in everyday work and practice
- f) Ensure the entitlement of all children at the academy is met through inclusion in all areas of academy life.

## 2. Teaching and Learning

The Head of Academy has central responsibility for raising the quality of teaching and learning across the school. This involves high expectations, maintaining and evaluating outcomes and establishing a successful learning culture with all impact on pupil's achievement.

It is the responsibility of the Head of Academy, to lead and support all staff to ensure a clear focus on improving teaching and learning. To ensure that most teaching is judged good or better and that progress for all children is good with much that is outstanding. The Head of Academy is accountable for achieving agreed targets for end of key stage results.

**Main Duties:**

- a) Ensure that learning is at the centre of plans and resource management across the school
- b) Demand ambitious standards for all pupils, as demonstrated in their own teaching and leadership responsibilities, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes
- c) Guide and support staff to establish creative, responsive and effective approaches to teaching and learning through a comprehensive understanding of:
  - how pupils learn
  - barriers to learning, especially for disadvantaged learners and proven strategies to overcome these
  - the securing of pupils' well-being and attendance
  - the core features of effective classroom practice, including securing effective behaviour for learning
  - curriculum design leading to a broad, balanced and relevant curriculum opportunities that inspires, motivates and includes all pupils
  - effective learning and appropriate attainment and progress.
- d) Guide and Support an educational culture which contribute to effective learning within the academy through:
  - an ethos of high aspiration challenge and support where all pupils can achieve success and engage with their own learning
  - sharing best practice
  - drawing on and conducting relevant research
  - robust data analysis
  - a schedule to monitor, evaluate and review classroom practice in order to identify areas for development, prioritise actions and secure continuous improvement.

**3. Leading and Managing Staff**

Effective communication and relationships are key to effective leadership. The Head of Academy, with the support of the Executive Primary Lead, will lead and support staff to build a professional learning community, providing opportunities for everyone to achieve their full potential.

It is the responsibility of the Head of Academy to demonstrate good and outstanding leadership and to support staff at all levels to ensure that actions impact positively leading to good or better pupil outcomes.

**Main Duties:**

- a) Support the Executive Primary Lead to determine an effective staffing structure for the school
- b) Deployment and manage all teaching and support staff appointed to the school
- c) Work collaboratively alongside the Executive Primary Lead and the other Heads of Academy to support them in their leadership of teams within each individual academy

- d) Work with the Executive Primary Lead to recruit high quality staff to the Academy School
- e) Lead and support the development of professional knowledge, skills and abilities, providing opportunities for all staff to be involved in high quality continued professional development
- f) Recognise high performance and actively encourage talent development
- g) Promote and develop good leadership and management practice, positive staff participation, effective communication and clear procedures
- h) Work with the Executive Primary Lead to ensure all Trust HR processes are embedded in to the culture of the academy
  - ensure that all staff have appropriate induction support
  - hold all staff within the academy to account for their professional conduct and the effectiveness of their practice
  - undertake performance management of staff within the academy in accordance with the relevant regulations.
  - challenge under performance at all levels following agreed Trust Policies and procedures as appropriate.
  - promote and ensure the health, safety and well-being of all pupils and staff in the school.
  - manage own workload and that of others to allow an appropriate work/life balance
- i) Treat everyone fairly, equitably and with respect in order to promote and embed a positive Academy culture
- j) Regularly review own practice and achievements, setting personal targets and take responsibility for own personal development. Take account of feedback from others.

#### **4. Leading and Managing Resources**

The Head of Academy will work with the Trust's Shared Services Support staff and the Executive Primary Lead to manage resources well in order to ensure the smooth running of the Academy.

It is the responsibility of the Head of Academy to provide efficient and effective management of resources in order to secure best value and positive outcomes.

##### **Main Duties:**

- a) Work with guidance and direction of the Chief Financial Officer to determine and set an annual budget that makes best use of income and clearly links to academy priorities
- b) Work with the Executive Primary Lead and the Trust to monitor income and expenditure over the financial year
- c) Provide regular information to the Executive Primary Lead, CEO and Governance at all levels as requested and appropriate
- d) Allocate Pupil Premium and Sports Premium funding appropriately and monitor impact in order to report to Executive Primary Lead and the Academy Improvement Board
- f) Ensure that the range, quality and use of all available resources are monitored, evaluated and reviewed to improve the quality of education for all pupils and provide best value for money
- g) Use and integrate a range of technologies effectively and efficiently to manage the academy

h) Support the Trust to establish rigorous, fair and transparent policies, systems and processes, which recognise success and effective practice, are evaluated and regularly reviewed to ensure that they are fit for purpose and adapted to the academy setting

i) Manage and organise the academy environment and facilities efficiently and effectively to ensure that the needs of the curriculum and health and safety regulations are met.

## **5. Accountability**

The Head of Academy accounts for the effectiveness of the Academy to the Executive Primary Lead and the Academy Improvement Board. All three are ultimately accountable to the CEO and the Board of Cavendish Learning Trust.

It is the responsibility of the Head of Academy to rigorously monitor and evaluate the performance of the academy and provide honest, informative reports to the Executive Primary Lead and governance at all levels.

### **Main Duties:**

#### **a) In relation to the Trust Board**

- To support the leadership and management of the academy and be responsible for day to day operational management and organisation.
- To be responsible and accountable for the quality and effectiveness of teaching and learning and outcomes at the school
- To meet regularly in order to monitor and evaluate the performance of the academy
- To work directly with the Executive Primary Lead in determining the strategic direction of the academy and the wider deployment of resources

#### **b) In relation to Academy Improvement Board:**

- To advise and assist in the exercising of its functions;
- To attend meetings

#### **c) In relation to the pupils, their families and the wider community:**

- To ensure that the needs of the pupils are at the heart of all decision making;
- To develop and maintain positive relationships which support learning;
- To promote a positive image of the Trust.
- To provide regular communication and promote active engagement between home, academy and the wider community
- To provide regular opportunities for dialogue between families and staff

#### **d) In relation to academy employees:**

- To ensure that all employees are managed in line with the Employer of Choice principles;
- To inspire and recognise talent across the Trust.

#### **e) In relation to the DFE, the Local Authority and partner agencies:**

- To share information as appropriate;
- To develop and maintain positive relationships which support learning;
- To ensure that each academy administers statutory testing and reports data as required;
- To contribute to the development of the education system by, for example, sharing good practice, working in partnership with other establishments and promoting innovative initiatives;

- To co-operate and work with relevant agencies to protect children and promote their wellbeing;
- To liaise with partner agencies and professional bodies in the best interests of the pupils and in the meeting of statutory obligations.

## **6. Generic Requirements**

a) It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of duties

b) All employees of the Trust are required to uphold the Equality Policy and the Code of Conduct.

c) All staff will ensure the safeguarding of young people by the implementation of Child Protection and other safeguarding policies.



## Person Specification

	Key Requirements	Essential	Desirable
Qualifications	Right to work in the UK	✓	
	Qualified Teacher Status	✓	
	Evidence of professional development in preparation for school leadership.	✓	
	Headship Qualification (NPQH)		✓
Knowledge, Skills and Experience	Experience of teaching across the range of the primary phases including the Early Years Foundation Stage	✓	
	Extensive experience of delivering exceptionally high standards in teaching and learning and inspire and coach those around you to do the same	✓	
	In depth knowledge and understanding of the primary curriculum and wider education system	✓	
	In depth knowledge and understanding of the Special Needs Code of Practice		✓
	Experience of developing and implementing whole school strategies to raise standards	✓	
	Proven track record of leading others, appointing staff, conducting appraisals and managing performance	✓	
	Experience of working within a senior leadership post in a primary setting	✓	
	Experience working in a multi-academy trust or federation of schools		✓
Skills, Abilities and Personal Qualities	A strategic thinker who can work with the staff and other stakeholders to implement the Trusts vision and values, underpinned by a strong moral purpose	✓	
	Committed to education and to raising the academic standards amongst children and young people	✓	
	Highly effective negotiating and influencing skills, with the ability to inspire confidence, forging effective partnerships with all stake holders, partners and colleagues	✓	
	Excellent communicator, including public speaking and a proven ability to communicate effectively with a variety of audiences	✓	
	Evidence of highly effective leadership a colleague who can build a positive organisational culture, encourage reflection, delegate responsibility, build teams, strive for continuous improvement and inspire all staff, pupils and stakeholders to achieve their full potential	✓	
	A leader who can analyse and process complex information and data quickly and rigorously to make the best opportunities	✓	
	Demonstrate flexibility and adaptability in juggling a range of different tasks and work effectively to achieve tight and/or changing deadlines	✓	
	To be able to hold others to account and provide support and challenge	✓	

## How to Apply and Visit our Academy

Visits to our Dunston Primary and Nursery Academy are highly recommended and warmly welcomed. To arrange an appointment, please contact our Executive Primary Lead, Joanne Mappin via email to [jmappin@clt.org.uk](mailto:jmappin@clt.org.uk)

Please submit a fully completed application form, which can be found on the Cavendish Learning Trust website [www.clt.org.uk](http://www.clt.org.uk) supported by a personal statement which details your reasons for applying and how your experience meets the requirements outlined in this pack.

Completed applications should be addressed to our Executive Primary Lead, Joanne Mappin and sent via email to [jmappin@clt.org.uk](mailto:jmappin@clt.org.uk).

**Cavendish Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

All staff are required to complete an enhanced DBS check and all job offers are subject to satisfactory references, a health screening questionnaire and proof of eligibility to work in the UK.

**Closing Date for applications: 30<sup>th</sup> April 2023**

**Interview Dates:** 16<sup>th</sup> and 17<sup>th</sup> May 2023

Please note: References for all short-listed candidates will be requested before the interview.

**Start Date:** January 2024 or as soon as possible.

## Safeguarding & Child Protection at Cavendish Learning Trust

This handout provides a brief introduction to Safeguarding and Child protection issues. It should be read in conjunction with the Safeguarding and Child protection Policy for each academy which can be found at [www.clt.org.uk](http://www.clt.org.uk)

### Safeguarding

Safeguarding is everyone's responsibility

**Cavendish Learning Trust** are required to ensure a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.

This means:

- Protecting children from maltreatment
- Preventing impairment of health or development;
- Ensuring circumstances consistent with provision of safe and effective care
- Taking action to enable all children to achieve the best outcomes

### Child Protection

Child Protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Child Protection is part of safeguarding and promoting welfare.

All our academies have a senior member of staff as Designated Safeguarding Lead (DSL) and several Deputy DSL's who work alongside them.

### Key Areas

- Early Help
- Four Categories of abuse
- Signs and symptoms of abuse
- Receiving / dealing with disclosure
- Making referrals
- Safe working practice

### Early Help

Our Early Help Team work together across the academies and are supported by our Early Help Manager to identify concerns early and provide help for children, to prevent concerns from escalating

### Abuse

Maltreatment of a child, by inflicting harm, or by failing to prevent harm

### Categories of abuse

#### 1. Neglect

Persistent failure to meet a child's basic physical and/or psychological needs including failure to:

- Provide food, clothing, adequate supervision;
- Ensure access to appropriate medical care;
- Protect child from danger

#### 2. Physical abuse or injury

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm.
- inducing illness, carer fabricating symptoms

#### 3. Sexual Abuse or injury

- Forcing or enticing a child to take part in sexual activities;
- May involve penetrative/non penetrative/non-contact activities.

#### 4. Emotional abuse

- Persistent emotional maltreatment;
- The child may be made to feel worthless or unloved, inadequate or valued only insofar as they meet the needs of another person;
- May involve seeing or hearing the ill-treatment of another person.

## Signs and symptoms of abuse

The list below is a few examples of possible signs and symptoms;

- Visible marks e.g. bruises, burns, cuts on body
- Inappropriate state of clothes, poor hygiene
- Behaviour e.g. centre of attention, aggressive & bullying, very withdrawn
- Relationships e.g. isolated with no peer group interaction, clingy/inappropriately close
- Patterns of behaviour or a change in behaviour
- Patterns of absence or punctuality

**If you have a concern about a child, NEVER underestimate your information – PASS IT ON TO YOUR Designated Safeguarding Lead (DSL)**

## Receiving / Dealing with disclosure

Disclosure is often what a child deliberately communicates to you in words or actions.

### 1. Receive

Listen, remain neutral, accept what the child says

### 2. Reassure

Stay calm, reassure the child that they have done the right thing, don't make promises including promises on confidentiality, try to alleviate feelings of guilt and shame, empathise with the child.

### 3. React

Only use open questions, don't criticise the perpetrator, explain what happens next, inform DSL.

### 4. Record

Make notes asap and use child's actual words where possible, be objective, keep notes safe.

### 5. Support

Create space and time for child throughout and after the process, get support for yourself.

## Examples of open questions

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Can you tell me about it in your own words?

## Confidentiality

Staff must NEVER promise total confidentiality to a child. However, that does not mean that you can tell ALL colleagues about a disclosure. Pass any information on to the DSL but do not tell anyone else. The DSL will inform other staff if they need to know any information about the child.

## Making Referrals

The DSL will usually decide whether or not to make referrals. However, it is important to note that **any** staff member can refer their concerns to children's social care directly

## Safe Working Practice

- Be visible and open in your practice
- Let pupils do as much for themselves as they can
- Offer support / help rather than assume the child needs it
- Keep physical contact to a minimum and be able to justify it
- Think about the level and type of contact
- Staff are in a position of trust with pupils. Inappropriate behaviour with or towards children is unacceptable
- A concern about a colleague must be passed to the Headteacher or DSL. A Concern about a headteacher should be passed to the Chair of the Academy Improvement Board. In either case a discussion with the Cavendish Learning Trust's Executive team of designated officers, is appropriate.

If a child is in immediate danger call the **EMERGENCY SERVICES ON 999.**

If you are concerned that a child is suffering or is at risk of significant harm please contact **THE DSL AT YOUR ACADEMY** or **CALL DERBYSHIRE** on Tel: 01629 533190

### **Short Privacy Notice for Application Forms**

This notice explains what personal data we will hold about you, how we collect it, and how we will use and may share information about you during the application process. We are required to notify you of this information, under data protection legislation.

Please ensure that you read this notice as well as our privacy notice which can be found on the Cavendish Learning Trust Website [www.clt.org.uk](http://www.clt.org.uk) which detail how we use your information.

#### **Why Do We Collect This Information?**

Once you have submitted an application form, the School use this information in order to take a decision on recruitment and to take steps to enter into a contract.

#### **What Information Do We Collect?**

We collect the following information from the application form in order to take a decision as to recruitment:

- Personal information and contact details such as name, title, addresses, date of birth, marital status, phone numbers and personal email addresses;
- Emergency contact information such as names, relationship, phone numbers and email addresses;
- Information collected during the recruitment process that we retain during your employment including proof of right to work in the UK, information entered on the application form, CV, qualifications;
- Details of your employment history including job titles, salary and working hours;
- Information regarding your criminal record as required by law to enable you to work with children;
- Details of your referees and references;

#### **How we may share the information**

We may also need to share some of the above categories of personal information with other parties, such as HR consultants and professional advisers. Usually, information will be anonymised but this may not always be possible. The recipient of the information will be bound by confidentiality obligations. We may also be required to share some personal information as required to comply with the law.

#### **How long we keep your information**

We keep the personal information that we obtain about you during the recruitment process for no longer than is necessary for the purposes for which it is processed. How long we keep your information will depend on whether your application is successful and you become employed by us, the nature of the information concerned and the purposes for which it is processed. Full details on how long we keep personal data for is set out in our data retention policy.