

Information for Candidates

Head of Primary School



**THE
HESSLE
ACADEMY**

Mr V Groak
Headteacher

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Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust, a fast-growing Multi-Academy Trust, formed in 2017. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily oversubscribed. In 2021, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.

Staff are extremely dedicated to maximising the potential of the children in their care. Many have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

Staff are highly motivated, morale is high and, in regular wellbeing surveys, staff comment that leaders take their wellbeing seriously and have actively improved work/life balance.

The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".



Multi Academy Trust

In September 2017, The Hessle Academy Community Trust, Wolfreton School and Sixth Form College, along with Cottingham Academy Trust and founded a new multi academy trust, 'The Consortium Academy Trust'. The schools have a shared history of over 25 years of working together through our Consortium Sixth Form partnership. In September 2018, Howden School joined the Trust, in October 2018 Holderness Academy and Sixth Form joined and most recently in September 2019, Winifred Holtby Academy.

The Trust has been developed in order to provide a platform to deliver high quality educational experiences for the children and young people within our local community, to enhance and improve their life chances and enable them to make substantial and sustained contributions to society. We will achieve this by building a strong, regional offer that supports the educational aspirations of current and future generations while providing excellent career opportunities for staff.

The Consortium Academy Trust:

- Promotes excellence for all learners
- Actively encourages shared working, adopting common approaches where it is in the best interests of learners
- Establishes robust and transparent systems of accountability

The Consortium Academy Trust (TCAT) currently comprises five secondary schools and three primary schools with a significant staff team.

Values and Vision

"Everyone can achieve the extraordinary"

Our Vision for Our People:

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.



Respect

We always show **respect** to ourselves and the people around us. We know that everyone is different and we respect that.



Resilience

We show **determination** and do not give up when we find things hard. We know that we might not understand our learning sometimes, but we work hard to figure it out.



Aspiration

We aim high and **always try to achieve our best**. We believe that we can make a difference to those around us.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.



Responsibility

We take **responsibility for our own actions**. We see our mistakes as something to learn from.



Integrity

We do the **right thing**. We are always honest with ourselves and other people. We are comfortable with who we are.



Kindness

We are **always kind** to those around us and we have good manners.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.

New Staff and Early Career Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

"It won't be easy, but it will be worth it."

Leadership Team

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the Academy's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

The Hessle Academy:
Headteacher

Hessle High:
Deputy Headteacher x 2
(Quality of Education / Pastoral)

Assistant Headteachers x 4
(Standards / Pastoral x 2 (Student Welfare and SEND & Inclusion) / Director of Sixth Form)

Penshurst Primary:
Head of School
Assistant Headteachers x 2
(Pupil Development and Behaviour / Quality of Education)

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed.

The leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

The Operations Manager is the senior member of the support team.

Vacancy Details

Post Number TCAT 001167
Head of Primary School - Pay Range L16-20

Applications are invited for the post of Head of Primary School in the popular and successful Penshurst Primary School, part of a through school with Hessle High School & Sixth Form College.

We are looking to appoint someone with the strategic vision necessary to help us in our quest for continual improvement. This is an exciting opportunity for an enthusiastic and dynamic Senior Leader with a proven track record of school improvement and extensive knowledge of the current educational agenda to lead the development of Penshurst Primary School. For experienced or emerging leaders, the post offers an excellent opportunity for development.

The successful candidate will join a supportive, successful and committed team. They will have a passion for ensuring all young people are always fully supported and safeguarded, ensuring the needs of all are fully met, in line with current legislation and policy. They will be dynamic and solution focussed, an individual who can work effectively as part of a very committed team. They will be able to demonstrate a passion for developing themselves through a commitment to CPD and be motivated to support the further development of others.

The Hessle Academy, across both of its sites, enjoys beautiful surroundings with a warm community atmosphere. We have a commitment to providing the best opportunities to all learners and to

developing the professional skills and career opportunities of our staff within a supportive and collaborative environment.

Head of School Role

The role of 'Head of School' (HOS) in an all-through school is an interesting one; the postholder is neither a Headteacher nor a Deputy Headteacher. Our through school is located on two sites and therefore the HOS assumes operational responsibility for the safe and effective running of the primary school on a day to day basis.

The HOS is also a pivotal member of the Academy's core leadership group, alongside the Headteacher and the two Deputy Headteachers of the High School. In this position, the HOS makes a significant contribution to the strategic direction of the Primary School and is expected to take the lead in constructing and monitoring the Development Plan.

The HOS, however, has limited responsibility for the school budget which is held by the Headteacher and Trust Finance colleagues. The Headteacher will also offer significant support in managing other resources including staffing and the school site and educational resources, whilst significant support for the school's Administrative and HR functions are also provided by the Trust and the Academy Operations Manager.

The HOS and the Headteacher work as a team to ensure the best possible provision for pupils and families and to maximise the potential of the staff. As such, this post should be attractive to someone looking to lead a school but without the responsibility for some non-teaching and learning elements. As a large school, it should also be considered attractive for an existing Headteacher who wishes to take on day to day responsibility for a large and thriving primary school.

How to Apply

Quote Post Number TCAT 001167
Head of Primary School - Pay Range L16-20

Complete our application form and email recruitment@hessleacademy.com or deliver to Mrs S Greenley, Operations Manager, The Hessle Academy, Tranby House, Heads Lane, Hessle, East Riding of Yorkshire, HU13 0JQ.

The closing date is 9.00am on Monday 16 May 2022. *Please note that we reserve the right to close this post early or extend the deadline.*

Should you have any queries, please contact:
Sarah Greenley, Operations Manager
Telephone: 01482 648604
Email: recruitment@hessleacademy.com

We wish you every success with your application.

Mr V Groak
Headteacher

The Hessle Academy is committed to safeguarding children. All positions in school are subject to a subject to satisfactory references, an enhanced DBS check and successful completion of the e-learning safeguarding course. The safeguarding responsibilities of the post are detailed in the job description and personal specification.

The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Job Description



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Post Title:	Head of School (Penshurst Primary)
Responsible To:	Headteacher, Hessle Academy
Teaching Periods:	Non-teaching where possible

Main Purpose of the Job

- To ensure the efficient and safe working practices of Penshurst Primary school on a day to day basis
- To play a full part in the leadership of the school including the strategic direction and securing consistently outstanding results, based on a highly effective quality of education, teaching and learning, behaviour and professional people management.
- To uphold the values of the Hessle Academy and the principles of ethical leadership in all interactions with colleagues, students and parents.

Responsible for

Strategic Leadership and Management

- Work with the Headteacher, Local Governing Body and The Consortium Academy Trust to further develop and improve an already thriving school
- Be responsible and accountable for the day to day operational needs of the school, staff and students and together with the Headteacher, plan and organise the working of the Senior Leadership Team
- Consult staff, pupils, parents and governors to create an annual School Development Plan. Manage the implementation of the SDP and monitor its impact
- Advise the governing body on the formulation of its policies and their implementation, and attend meetings of the governing body as requested.
- Create an outward-facing school which works with other schools and organisations to champion best practice and secure excellent achievements for all pupils
- Contribute at a high level to policy discussions and decisions in all areas including leadership and management, quality of education, behaviour, staffing and other matters
- Model the ethos and vision of the school

Quality of Education

- Oversee the curriculum, pastoral care and the administration of the school to ensure that they are delivered to meet the needs of all pupils
- Monitor and evaluate the curriculum for impact for all learners
- Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being
- Establish a culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis
- Ensure the strategic leadership of the quality of education across the school, including strength in curriculum intent, implementation and impact
- Maintain an up to date knowledge of educational research in the fields of curriculum, teaching and learning and outcomes, and inform practice through this research
- Ensure that a diverse, flexible curriculum and an effective assessment framework is determined, organised and implemented
- Ensure a culture and ethos of challenge and support, where all students and staff can fulfil their potential by being fully engaged in their own learning
- Establish creative, responsive and effective approaches to learning and teaching for all students, including those with special educational needs or disabilities
- Improve standards in teaching and learning through the use of performance data; monitoring, evaluating and reviewing classroom practice, and promote improvement strategies
- Challenge underperformance and ensure appropriate follow-up

Behaviour and Attitudes

- Instil a culture of high expectations of all pupils, regardless of background

- Promote the effective management of pupil behaviour and ensure a sense of calmness through the effective management of pupil behaviour
- Support leaders and colleagues who have responsibility for securing high standards of attendance by pupils and play an active role in enforcing school policies on attendance
- Ensure the effective leadership of all aspects of personal development and support equality and diversity in all areas of the school and its work

Leading and Managing Staff

- Promote the school's ethos and create and maintain good working relationships among all members of the school community
- Maximise the contributions of all staff to improve the quality of education provided and standards achieved through effective deployment and delivery of the performance management process
- Support the Headteacher in holding all staff to account for their professional conduct and practice, addressing any under-performance, supporting staff to improve and valuing excellent practice
- Ensure that professional duties are fulfilled as specified in the School Teachers' Pay and Conditions document
- Line-manage other post-holders and act as an appraiser in the Appraisal and Support Staff Development Review cycles
- Sustain their own motivation and that of their staff, and have a duty of care regarding staff welfare
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning
- Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff

Efficient and Effective Use of Staff and Resources

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity
- Support the Headteacher in ensuring that resources are managed efficiently and are deployed to maximise the benefit to staff and pupils
- Take a strategic lead in the development of the school's existing learning environment, working creatively to maximise the use of space both inside and outside of the school buildings
- Manage and organise accommodation efficiently and effectively to ensure that it meets the needs of the curriculum, and health and safety requirements

Accountability

- Take a leading role, through highly effective evaluation and monitoring of the quality of education, in ensuring consistently high outcomes
- Provide information, objective advice and support to the Local Governing Board to enable it to meet its responsibilities – in particular its functions to set school strategy and hold the school to account for pupil, staff and financial performance
- Create and develop an organisation in which staff recognise that they are accountable for the success of the school
- Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement
- To be the designated Safeguarding lead and be accountable for all elements of this role

Professional Development

- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development
- Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils
- Inspire and influence others – within and beyond the school – to believe in the fundamental importance of education in young people's lives and to promote the value of education

Other School Responsibilities

- Undertake specific, significant roles in the leadership and management of the school
- Represent the Academy in appropriate forums locally, regionally and/or nationally
- Compliance with the Trust's Health and Safety policy
- Other duties that might reasonably be required of a Head of School

- The post holder will be expected to work within the schools' policies and procedures
- The above duties are not exhaustive and the post holder may be required to perform other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility

As a member of staff of The Consortium Academy Trust

- Role model appropriate behaviours within a professional environment including conduct, communication and personal appearance
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of students
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Trust Schools
- Contribute to systems of evaluation and performance of the organisation positively.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This Job Description is intended to highlight the main responsibilities and expectations for the post holder, and is not the entirety of what a member of staff may reasonably be required to complete in line with the priorities of the organisation. Neither is it intended to highlight the amount of time which should be spent on each task.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

Signature:	
Print Name:	
Date:	

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • QTS • Evidence of continuous professional development • Evidence of further training in leadership and management • Safeguarding qualifications 	<ul style="list-style-type: none"> • DSL qualifications • NPQSL qualification
Safeguarding	<ul style="list-style-type: none"> • Commitment to the protection and safeguarding of children • Up to date knowledge of relevant safeguarding legislation and the ability to promote a culture of safeguarding across the school community 	<ul style="list-style-type: none"> • Experience of varied behaviour policies and strategies
Experience	<ul style="list-style-type: none"> • At least five years successful classroom experience at least a three-year successful track record of supporting and leading other schools as a consultant • Proven record of exemplary teaching which has ensured good/outstanding progress and achievement for pupils across the full ability range • Experience of leading and implementing whole school initiatives and managing change, developing strategies for raising achievement • Additional Teaching and Learning Responsibilities e.g. Key Stage leadership/Assistant Head/existing Deputy Headteacher 	<ul style="list-style-type: none"> • Some experience and/or understanding of the provision of nurture support
Strategic leadership	<ul style="list-style-type: none"> • Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress towards these • Ability to articulate and share the vision of The Hessle Academy • Ability to provide strategic leadership, motivation and inspiration of a team of people • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Understanding and commitment to promoting and safeguarding the welfare of all pupils • Ability to delegate where appropriate and to support others in undertaking responsibilities • Commitment to support the nurturing ethos at The Hessle Academy • Commitment to equal opportunities 	<ul style="list-style-type: none"> • Experience of undertaking effective performance management • An understanding of financial and resource management • Experience of managing underperformance
Pastoral care	<ul style="list-style-type: none"> • Exceptional and unshakable vision for school standards • Ability to communicate clearly the importance of high-quality pastoral care and support for all students • A commitment to ensuring that the most vulnerable students and their families are provided with the support needed to thrive • High expectations for student behaviour and an uncompromising approach to securing these standards consistently • Experience of leadership within a school's pastoral care team and evidence of successful impact on the pastoral care and personal development of students • A commitment to continually update own knowledge and skills and to share best practice within the school, and more widely • Clear understanding of the characteristics of successful behaviour management 	<ul style="list-style-type: none"> • Experience in identifying and supporting vulnerable groups effectively, to include CLA, DA, EAL and SEND