|  |  |  |
| --- | --- | --- |
|  |  | Text  Description automatically generated with medium confidence |

|  |
| --- |
| **LANIVET PRIMARY SCHOOL** |
| **HEADTEACHER RECRUITMENT PACK** |

|  |  |
| --- | --- |
| **Contents** |  |
| Letter from our Chair of the Local Governing Board | Page 1 |
| Letter from the Chair of the Trust Board | Page 2 |
| Our Vision, Values and Ethos | Page 3 |
| Information about Lanivet Primary School | Page 3 |
| Our Curriculum | Page 4 |
| Safeguarding | Page 5 |
| Finance Information | Page 6 |
| Job Description | Page 7 |
| Person Specification | Page 11 |
| Application Information | Page 14 |



Truro and Penwith Academy Trust is a charitable Company registered in England and Wales, Company number 08880841. Registered office: College Road, Truro, TR1 3XX

|  |
| --- |
| **Welcome to Lanivet School** |

**This information pack will provide you with an insight into our school and offer some practical information which will be of use to you as a prospective member of our school community.**

Located in the heart of Lanivet, mid-Cornwall, Lanivet School is situated just off the A30 at the edge of Bodmin Moor in acres of beautiful countryside. The children learn in a welcoming safe, indoor and outdoor learning environment, which we keep improving with the help of our community. The school welcomes children aged four to eleven and all are taught in well-equipped classes with good staff/child ratios ensuring high levels of individual pastoral care. Our dedicated team of teachers are highly qualified and extremely motivated. They work well together and have high expectations for the children. The school is proud of its effective communication and partnership with parents, all of whom are invited to attend a variety of events including concerts, dramatic productions, sports matches, meetings, and fund-raising events.

|  |
| --- |
| **Letter from the Chair of the Local Governing Board** |

Dear Applicant,

The Governors and I thank you for the interest you have shown in Lanivet School and the post of Headteacher. We are looking to appoint a highly motivated, approachable, and supportive leader who can further develop our popular village school.

Lanivet School was recently visited by OFSTED, and we are pleased that we have been rated as ‘good’ in all areas with many positive comments about our inclusive and welcoming environment. Staff at Lanivet School ‘have ambitious expectations for all pupils, including those with special educational needs and/or disabilities’ and we will welcome applicants who will help us to continue to strive for excellence for all of our children.

At Lanivet School we have a team of dedicated and enthusiastic teachers and support staff. Every member of the team and every child is valued and encouraged to achieve their very best through our school values of Perseverance, Resilience, Empathy, Co-operation and Respect. We would want the new Headteacher to understand the role of the school in the wider community, engaging with parents, pupils and local organisations and to take advantage of the many opportunities that Lanivet and the surrounding area has to offer.

As part of a successful Academy Trust there will be opportunities to draw on the support of a strong central team and to work with other schools. The new Headteacher will be encouraged to continue their own professional development and provide opportunities for other staff to do the same. We want to build on the positivity that is evident throughout the school, to progress as a place of learning where staff and children are happy to be and where parents can feel proud of their children.

The Governors are committed to working in partnership with the new Headteacher as we face new and exciting challenges together. Their health, wellbeing and professional development will be a priority and the Governors will support them in their new role.

I hope you find the information in this pack useful. Visits to the school are welcome to learn more about us. Please contact the school to arrange a visit.

Yours sincerely,

Claire Davies

|  |
| --- |
| **Welcome Note from the Chair of the Trust Board** |

Thank you for your interest in this opportunity to join the Truro and Penwith Academy Trust.

We are proud of our Academy Trust and what has been achieved since it was established in early 2014. During a sustained period of growth, the Trust has expanded and now includes thirty four schools with Nanpean School having joined us in February 2023. The Trust encompasses provision across the nursery, primary and secondary phases of education with schools grouped into 3 main clusters.

In January 2019, the Trust was highly praised in a summary evaluation visit by Ofsted. The findings confirmed that the Trust is one that schools want to join. It was acknowledged that there is high quality support with the Trust for schools and that Headteachers feel supported and empowered.

The Trust is innovative and dynamic and works in partnership with the One Cornwall Teaching Hub and its associates to provide bespoke school support and effective improvement activities. Staff receive high quality development opportunities and schools in the Trust benefit from the considerable expertise of Truro and Penwith College which can help to identify cost effective and local solutions as well as supporting excellent leadership and governance.

Central to everything that is done in the Trust are the pupils and students. We firmly believe in equality and the importance of encouraging and helping every one of our children and young people to achieve their full potential. Our key focus is on improving learning and teaching for all.

We recognise and encourage the local distinctiveness and the individuality of schools and hope to inspire them to become beacons of hope and aspiration in the communities they serve.

The Trust is looking for an exceptional candidate with vision, energy and determination, who is able to work with committed and supportive colleagues to build on this success and seize opportunities to further develop the Trust and deliver first class education in Cornwall.

If you have the ambition and qualities to take on this challenging role we look forward to receiving your application.

**Anita Firth**

**Chair of the Board of Trustees**

**Truro and Penwith Academy Trust**

|  |
| --- |
| **Our Vision, Values and Ethos** |

This information pack will provide you with an insight into our school and offer some practical information which will be of use to you as a prospective member of our school community.

We work on three rules Ready, Respectful and Safe, supporting pupils though the application of the relationship based behaviour principals of Paul Dix.

At Lanivet we believe that all children should expect to achieve their full potential and that their opportunities are limitless.

We aim to create:

**A love of Learning:** our curriculum will nurture inquisitiveness and curiosity, helping children to build and grow their knowledge by teaching our children to be outward looking and inspired by what they see.

**Communication:** We will create links between home, school and community, which will support relationships to help our children thrive through a strong sense of place and belonging.

**Passion:** To celebrate the successes of our whole school family, both within school and out, and recognising the benefit of challenge and how we use courage to achieve our goals. Recognition that each individual step marks part of our journey.

**School for All:** Our children will share a common goal of achieving a level of independence, which enables them to take part in their community with confidence. They will understand and value others and have high self-esteem and respect for all.

We aim to achieve our mission by building individual character strengths and developing children’s skills in our five core values:

* Cooperation
* Empathy
* Perseverance
* Resilience
* Respect

Our School enjoys working collaboratively with our local network of Schools within the Bodmin area, but also across the community of Schools within Truro and Penwith Academy Trust (TPAT)

We welcome visitors as this is the best way to see our school, experience our purposeful and exciting curriculum and meet our motivated and engaged children.

|  |
| --- |
| **Information about Lanivet Primary School** |

Our School is located in the small Village of Lanivet, just outside Bodmin in central Cornwall. The school caters for children between the ages of 4 - 11. We work closely with our fantastic village pre-school, Lanivet Under Fives. Several visits and excellent communication between the two settings ensure that we can best support our families and allow for a smooth transition into our school.

At the end of Year 6 many pupils transfer to Bodmin College, whilst others join schools in Wadebridge, St Austell or further afield.

Lanivet has increased in size due over the last 10 years. It used to be mixed class with only 4 classes in the school. Due to its increasing popularity, it has increased in size to a seven class school and is now single form entry, we operate within two buildings on the same site and have access to the large Parish Green providing us with our sports field. Due to the expansion of the school the buildings are a mixture of old and new but provide the school with a large hall, library and offices as well as a range of classrooms and teaching spaces.

Within the village, the school has access to the church which is directly opposite, the Charity Lands (woodland area) and the ‘One for All’ community centre.

Lanivet has strong links with the community and has a dedicated and passionate PTA called ‘Friends of Lanivet School’.

Lanivet joined the highly successful Truro & Penwith Academy Trust (TPAT) on the 1st June 2018. In 2022 the school ended its federation with Cardinham School and now operates with its own Governing Board.

The school currently has 166 children on roll with a PAN of 25. We run seven classes and have eight teachers, with the SENDCO working as a class share with a part time staff member. In addition, we have an experienced team of teaching assistants who are a valuable and key part of our teaching and learning team. Some of these TAs support the whole class teaching whereas others support the pupils within our Panda Room as SENDTA’s. Our Panda room supports three pupils with high level SEND needs and provides bespoke sensory based education to support their EHCPs.

We have specialist TAs who support Trauma Informed Schools Sessions and Emotional Literacy Support.

We also have two members of the Office Team, one of whom also supports Phonics and interventions session across the school.

Our catering and cleaning contracts are provided by outside companies.

[Address](https://www.google.com/search?client=firefox-b&q=lanivet+community+primary+school+address&ludocid=9308679747647281101&sa=X&ved=2ahUKEwjI-e2N45DzAhXNbsAKHXoUD-cQ6BN6BAgpEAI&biw=1138&bih=538&dpr=1.2): Honeys Hill, Lanivet, Bodmin PL30 5HE

[Phone](https://www.google.com/search?client=firefox-b&q=lanivet+community+primary+school+phone&ludocid=9308679747647281101&sa=X&ved=2ahUKEwjI-e2N45DzAhXNbsAKHXoUD-cQ6BN6BAgtEAI): 01208 831417

[lanivet@tpacademytrust.org](mailto:lanivet@tpacademytrust.org)

[www.lanivet.cornwall.sch.uk](http://www.lanivet.cornwall.sch.uk)

|  |
| --- |
| **Our Curriculum** |

The curriculum at Lanivet has been developed around three themes. Healthy Body, Healthy Mind, Healthy Planet.

We have invested a lot of energy in providing a bespoke, exciting and creative curriculum which inspires and motivates children and supports high quality learning. The children at Lanivet are very passionate about the planet and have raised money to adopt endangered animals. Our theme are woven across all areas of the curriculum.

Linked to our school ethos are the school’s values which were discussed and decided upon with the children. These are: perseverance, resilience, respect, cooperation, and empathy. These values are at the core of our relationship based behaviour policy and are embedded within our PSHE/RSE and PE curriculum.

Throughout EYFS and Key stage 1, we follow the Read Write Inc, phonics scheme. Children are all assessed and grouped across the Key Stage with home readers given according to the stage and sounds they are learning. We use the Accelerated Reading Programme throughout the school which has provided the children with confidence and a love for reading, resulting in them making excellent progress. Year 2 and key stage 2 also use VIPERS to support our Novel study sessions where they study a book together as a class based on their curriculum topic. To further develop reading in KS2 we are building our use of extracts and shortened texts to support our teaching of reading skills.

We teach a range of writing genres across the school using visual literacy using Literacy Shed units to engage the children. Writing is also supported using ‘Talk for Writing’, using text maps and actions to provide children with the structures and language needed to write their own texts

We teach ‘Maths for Mastery’ and continue to be involved in mastery projects and work groups with the Cornwall and Devon Maths Hub through NCETM. We follow a block curriculum using NCETM and ‘White Rose’ as a guide: with the focus on ‘small step’ learning to ensure all pupils have a deep understanding of maths. This mastery programme also ensures that all pupils in the year group are taught together.

Our pupils are very lucky to have access to the wonderful Charity Lands in the village, which provide a beautiful setting for our forest school activities.

We use Real PE at Lanivet, which has strong links with our Healthy Body; Healthy Mind ethos. We use a range of external instructors, who provide their expertise to support the children’s skills and development in a range of sporting activities.

Each term, trips are organised to enrich the children’s learning which are linked to their topic. We visit valuable facilities such as local museums, the Eden Project and local beaches. Our Key Stage 2 children also have the opportunity to go on a residential camps.

We love to be involved with the local community and we take part in annual celebrations such as St. Piran’s day, the Farm and Country Day, the Tree Festival at our local Churches and the harvest celebrations: Crying the Neck at Gunwen Chapel.

Pupils within our Panda room have a bespoke curriculum matched to their own learning journey. This is matched to the learning in their base class and is planned to provide the group with learning that aligns to their EHCP targets. Provision is supported by a range of trips and visits that support curiosity and physical development.

|  |
| --- |
| **Safeguarding** |

TPAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors and trustees to share this commitment.

Shortlisted candidates will be required to complete a Safeguarding Self-Declaration Form as part of their application. We will also carry out online searches as part of our due diligence on the shortlisted candidates, as updated in the Keeping Children Safe in Education recommendations. This may help identify any incidents or issues that have happened, and are publicly available online, which the School or Trust might want to explore with the candidate at interview.

Successful candidates will be required to complete a Disclosure and Barring Service (DBS) application and Health Assessment form as part of their pre-employment administration. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provide that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

|  |  |  |
| --- | --- | --- |
|  |  |  |

|  |
| --- |
| **Financial Information** |

|  |
| --- |
| **Job Description** |

Text

Description automatically generated with medium confidence

**Job Description**

**HEADTEACHER: LANIVET SCHOOL**

Truro and Penwith Academy Trust is a supportive and collaborative organisation with one primary focus: the improvement of teaching and learning within Cornwall.

|  |  |
| --- | --- |
| **Job Title:** | Headteacher |
| **Salary Range:** | Leadership Pay Spine – L8 –L14 |
| **Location:** | **Lanivet School** |
| **Responsible to:** | TPAT Board of Trustees, TPAT Chief Executive, Local Governing Board |
| **Direct Supervisory Responsibility for:** | Senior Leadership Team, Teaching Staff, Support Staff |

|  |
| --- |
| **Shaping the Future:** |
| The Headteacher will be able to demonstrate the ability to develop a shared vision, which inspires and motivates pupils, staff and all other members of the school community. This vision should include core educational values, moral purpose and be inclusive of all stakeholders’ beliefs and values. |
| **Strategic Direction and Development of the School:** |
| To work with the Governing Body to develop a strategic view for the school in its community and analyse and plan for the future needs and further development of the school within the local, national and international context:     1. To formulate overall aims and objectives for the school policies for their implementation. 2. To create an ethos and provide educational vision and direction which secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of adult life. 3. To develop with staff, pupils, parents and governors policies relevant to the needs of the school 4. To implement TPAT’s and the LGB’s policies on equal opportunities issues, promoting and providing for equal opportunities for all staff and pupils in relation to gender, race, disability and special educational needs. 5. Secure the commitment of parents and the wider community to the vision and direction of the school to create and implement a strategic plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers’ effectiveness and securing school improvement 6. To ensure that all those involved in the school are committed to its aims, motivated to achieve them and involved in meeting long, medium and short term objectives and targets which secure the educational success of the school 7. To ensure that the management, finance, organisation and administration of the school support its vision and aims 8. To ensure that policies and practices take account of government legislation, national, local and school data and inspection research findings 9. To monitor, evaluate and review the effects of policies, priorities and targets of the school in practice and take action if necessary 10. To arrange for a deputy Headteacher or other suitable person to assume responsibility for the discharge of the Headteacher’s functions at any time when absent from school. |

|  |
| --- |
| **Leading and Teaching** |
| To work with the Trust and governing body to secure and sustain effective teaching and learning throughout the school and to monitor and evaluate the quality of teaching and standards of pupils’ achievement, using benchmarks and setting targets for improvement.     1. To ensure that all pupils receive a good quality education through a programme designed to promote a stimulating style of learning in a safe & healthy school environment 2. To ensure a consistent and continuous school-wide focus on pupils’ achievement, using data and benchmarks to monitor progress in every child’s learning |
| 1. To ensure that learning is at the centre of strategic planning and resource management 2. To establish creative, responsive and effective approaches to learning and teaching 3. To ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning 4. To be able to demonstrate and articulate high expectations and set stretching targets for the whole community 5. To be able to implement strategies which secure high standards of behaviour and attendance 6. To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework 7. To be able to take a strategic role in the development of the new and emerging technologies to enhance and extend the learning experience of pupils 8. To monitor evaluate and review classroom practice and promote improvement strategies to ensure that underperformance is challenged at all levels and ensure effective corrective action and follow up is undertaken. 9. To fulfil the Headteacher’s duty under the 1988 Education Reform Act in relation to the National Curriculum and Religious Education 10. To make appropriate arrangements for a daily act of collective worship in accordance with the 1988 Act. |
| ***Leading and Managing Staff*** |
| To lead, motivate, support, challenge and develop staff to secure improvement:     1. To participate in the selection and appointment of teaching and non-teaching staff of the school 2. To maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils 3. To plan, allocate, support and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities in a manner consistent with their conditions of service, ensuring a reasonable balance for teacher and other members of staff, in work carried out in school and work carried out elsewhere and helping to maintain a reasonable work life balance 4. To implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils’ achievement 5. To assess whether a teacher at the school who requests an assessment has passed the threshold, subject to the approval of the assessment arrangements by an assessor, and where requested to do so providing assistance to an assessor in relation to threshold assessments at the school 6. To participate in arrangements for Headteacher performance management 7. To ensure that trainees and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the standards for Qualified teacher Status, the Career Entry Profile and standards for induction. |

|  |
| --- |
| **Efficient and Effective Deployment of Staff and Resources** |
| To deploy people and resources efficiently and effectively to meet specific objectives in line with the school’s strategic plan and financial context:     1. To allocate, control and account for those financial and material resources of the school which are delegated to the Headteacher by effectively managing the school budget and material resources 2. To work with governors and senior colleagues to recruit staff of the highest quality available 3. To work with senior colleagues to deploy and develop all staff effectively in order to improve the quality of education provided 4. To advise the Trust and governing body and implement decisions in relation to staffing 5. To advise the governing body on the adoption of effective procedures to deal with the competence and capacity of   staff   1. To advise governors on appropriate priorities for expenditure, allocate funds and to ensure effective administration and control 2. To manage and organise accommodation efficiently and effectively, to ensure that it meets the needs of the curriculum and health and safety regulations 3. To make arrangements, if so required, for the security and effective supervision of the school buildings, contents and grounds, ensuring that any lack of maintenance is reported to the local authority 4. To undertake responsibilities as defined in the LA’s Health and Safety Policy and to be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty 5. To ensure that appropriate risk assessments are undertaken before sanctioning and participation in any potentially hazardous activity 6. To manage, monitor and review the range, quality, quantity and use of all available resources in order to improve |
| the quality of education, improve pupils’ achievements, ensure efficiency and secure value for money  12. To ensure that staff are encouraged to attend INSET which increases their knowledge and understanding of their roles and responsibilities. |
| **Accountability** |
| To be accountable for the efficiency and effectiveness of the school to the local authority, governors, pupils, parents, staff, local employers and the community:     1. To liaise and co-operate with education officers and support services in the evaluation, monitoring and inspection of the school according to such arrangements as may be required by or agreed with the local authority 2. To provide information, objective advice and support to the governing body to enable it to meet its responsibilities for securing effective teaching and learning and improved standards of achievement and for achieving efficiency and value for money 3. To report to the governing body on the discharge of the Headteacher’s functions and the affairs of the school 4. To create and develop an organisation in which all governors and staff recognise that they are accountable for the success of the school 5. To present a coherent and accurate account of the school’s performance in a form appropriate to a range of audiences, including parents, the Trust, local governors, the local community, OfSTED and others, to enable them to play their part effectively 6. To ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the school’s targets for improvement 7. To report to the governors annually on the performance management of teachers at the school in relation to the Trust policy based on the School Teachers Pay and Conditions Document 8. To provide information about the work and performance of staff where it is relevant to their future employment. |

|  |
| --- |
| **Strengthening Community** |
| 1. To be able to build a school culture and curriculum which takes account of the richness and diversity of the school’s communities 2. To creates and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment 3. To ensure learning experiences for pupils are linked into and integrated with the wider community 4. To ensure a range of community-based learning experiences 5. To work in partnership with other agencies in providing for physical, academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families 6. To seek opportunities to invite parents and carers, community figures, business or other organisations into the school to enhance and enrich the school and its value to the wider community 7. To be able to contribute to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives 8. To co-operate and work with relevant agencies to protect children 9. To ensure that the school promotes effective links with the local community and continues the development of close liaison with other local primary & secondary schools. 10. To ensure that the school offers appropriate extended services. |
| **Pupil Care** |
| 1. To ensure that provision in the school enables all pupils to receive their entitlement 2. To arrange for effective induction of pupils entering school and transferring to secondary school 3. To determine, organize and implement, in concert with other appropriate persons or bodies, a policy for the personal, social development of pupils including pastoral care and guidance 4. To determine and arrange means to promote among pupils self-discipline and a proper regard for authority; to encourage good behaviour and seek to secure acceptable standards of conduct at all times when pupils are on school premises or under school direction while out of school 5. To handle individual disciplinary cases, including power to exclude pupils in accordance with provisions of the latest legislation. |
| |  | | --- | | **Special Conditions related to the post** | | * *Physical fitness* * *Able to work unsocial hours* * *Key holder*     ***The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture***  **o*f valuing diversity and ensuring equality of opportunities.***    Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:     * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications ● Satisfactory health check     All new employees will be required to undertake mandatory training required by the Trust. | | |

**Headteacher Person Specification**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| **Qualification/ Training** | * Honours Degree or equivalent and Qualified Teacher Status | * Knowledge/training in models for outstanding learning and teaching * Evidence of recent professional development, at senior leadership level * Experience of being a Designated Safeguarding Officer and recently trained to Tier 3. | * A higher qualification in leadership and/or education. * Approved “Safer Recruitment” training. * NPQH (if not already a Headteacher prior to 1st April 2004). * Safeguarding ‘Train the Trainer’ training. | Application Form |
| ***Professional Experience*** | * Senior leader with a proven record in raising standards by setting challenging targets * Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance * Successful senior leadership and management experience | * Ability in developing excellent working relationships with all staff and other stakeholders * Experience of clear systems and protocols for the performance management of staff * Ability in using assessment data effectively to provide action plans to improve whole school performance * Show understanding of budgeting and financial control * Leadership experience across the primary age range * Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback | * Evidence of leading on curriculum design, development, implementation and management. * Sound knowledge of current educational thinking and educational developments. | Application Form supported by a portfolio of evidence demonstrating success/    Selection Procedure  Interview |
| **Qualification/ Training** | * Honours Degree or equivalent and Qualified Teacher Status | * Knowledge/training in models for outstanding learning and teaching * Evidence of recent professional development, at senior leadership level * Experience of being a Designated Safeguarding Officer and recently trained to Tier 3. | * A higher qualification in leadership and/or education. * Approved “Safer Recruitment” training. * NPQH (if not already a Headteacher prior to 1st April 2004). * Safeguarding ‘Train the Trainer’ training. | Application Form |
| ***Professional Experience*** | * Senior leader with a proven record in raising standards by setting challenging targets * Senior leader with experience of inspiring learners to attain high levels of achievement, behaviour and attendance * Successful senior leadership and management experience | * Ability in developing excellent working relationships with all staff and other stakeholders * Experience of clear systems and protocols for the performance management of staff * Ability in using assessment data effectively to provide action plans to improve whole school performance * Show understanding of budgeting and financial control * Leadership experience across the primary age range * Leadership in the principles of outstanding learning and teaching with wide experience of classroom observation and feedback | * Evidence of leading on curriculum design, development, implementation and management. * Sound knowledge of current educational thinking and educational developments. | Application Form supported by a portfolio of evidence demonstrating success/    Selection Procedure  Interview |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **FACTORS** | **KEY** | **ESSENTIAL** | **DESIRABLE** | **HOW IDENTIFIED** |
| ***Professional Skills*** | * Successful management of change from inception to completion * An inspirational leader with drive, foresight and energy * High quality classroom practitioner | * Outstanding all-round communication, advocacy and presentation skills * Skills, experience and ability to model and promote high quality learning and teaching to meet the needs of all learners * Ability to forge positive relationships with pupils, staff, governors, parents, the local community and other schools, particularly those within the multi-academy trust * Ability to recruit, deploy, develop and motivate staff | * Excellent ICT skills and accustomed to promoting new technologies/other innovative methods to enhance learning * Outstanding analytical skills | Application Form supported by a portfolio of evidence demonstrating success  Selection Procedure  Interview |
| ***Personal Qualities*** | * A dynamic, committed leader * Proven ability of developing successful teams, serving the needs of pupils and colleagues | * Able to foster a collaborative environment, which thrives on trust and respect and has a strong commitment to equality and diversity * An inspirational role model with the ability to lead by example * Anticipates changing circumstances and acts proactively to meet the challenge. * Personal integrity and honesty |  | Interview |

**The black - “Essential” criteria will be those that any shortlisted applicant will be expected to meet but the red - “Key” criteria will be those that enable the Selection Panel to identify those applicants who have the special areas of expertise pertinent to this post at this time.**

**Useful Information**

We hope you find this pack provides all the information you need in order to consider your application for this post.

Any questions or matters you would like to discuss informally, please contact Joanna Harvey, Headteacher – by email [jharvey@lanivet.tpacademytrust.org](mailto:jharvey@lanivet.tpacademytrust.org) or telephone **01208 831417**

To arrange a visit please contact:

Heather MacDonald – by email [**finance@lanivet.tpacademytrust.org**](mailto:finance@lanivet.tpacademytrust.org)

tel. 01208 831417

Please note that CVs will not be accepted.

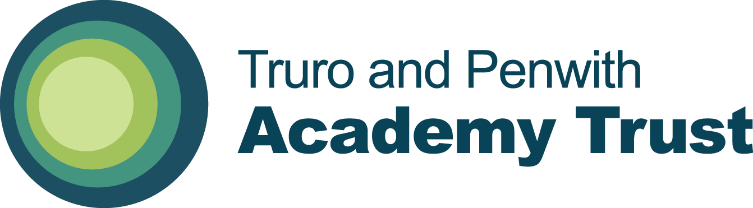
Application packs can be downloaded from[**www.tpacademytrust.org**](http://www.tpacademytrust.org)

Closing Date: Completed applications should be emailed to Harriet Andrew, Director of HR on [handrew@tpacademytrust.org](mailto:handrew@tpacademytrust.org) **by 9am on Tuesday 18 April 2023**.

Shortlisting

To ensure the fairness of the selection process, shortlisting will be based upon the information which you provide in your application and assumptions will not be made about your experience or skills. We will look for demonstrable evidence that you meet the criteria set out in the person specification.

Interviews will be held on **Wednesday 26th and Thursday 27th April 2023.**

**TPAT Job Vacancy Application Form**

Please fill in **all** **sections** of the form using **black ink**/type. The information you provide will help us make a fair decision in the selection process.

**Please call 01872 613283 if you have any questions on how to complete this form or if you require it in a different format or language.**

|  |  |  |  |
| --- | --- | --- | --- |
| **About the Role** | | | |
| Role applied for: |  | Ref No: |  |
| School/Location: |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **About You** | | | |
| Title: |  | Surname: |  |
| First Name(s): |  | | |
| Home Address: |  | Home Phone: |  |
| Work Phone: |  |
| Mobile: |  |
| Postcode: |  | Email: |  |
| NI Number: |  | (You can get this from the Department of Work & Pensions) | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications achieved from secondary, higher and further education** | | | |
| **Age 11 -16:** | | | |
| School/College attended (with dates) and location | Level and number of qualifications (e.g. 10 O Levels) | Grade Awarded | Year Achieved |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Post 16 education below degree level:** | | | |
| School/College attended (with dates) and location | Qualifications achieved with subjects | Grade Awarded | Year Achieved |
|  |  |  |  |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Education at degree level and beyond** | | | |
| Type of Qualification (BA, BSc, BEd, Hons, MA PH.D etc) | University/College & subject title of qualification | Class or Grade | Year Achieved |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Teaching qualification (if not detailed above)** | | | |
| Name of Qualification, age range, subjects qualified to teach | Name of Training Provider | Grade | Year Achieved |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Specific qualifications related to teaching and education** | | | |
| Name of Qualification (NPQH, SEN, PG Dip) | Provider | Grade | Date Achieved (dd/mm/yy) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Teacher Training (for teaching posts only)** | | |
| Do you have Qualified Teacher Status? | | Yes/No |
| Date Achieved: | | |
| DfE / Teacher Reference Number: | | |
| Statutory Induction Period (if qualified after 7th May 1999):- | | |
| Started: | Completed: | |
| Are you subject to any conditions or prohibitions placed on you by the Teaching Regulation Agency (or other) in the UK? | | Yes/No |
| If yes, please enclose details with dates in a sealed envelope and attach to this form | | |

|  |  |  |
| --- | --- | --- |
| **Non award bearing professional development undertaken in last five years** | | |
| Name of Provider | Title of course/training (eg first aid at work, child protection, risk assessments, etc) | Qualification/Level of Training |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Your current or most recent employment** | | | | |
| **Note:** If you are applying for your first job, please provide any voluntary work/work experience in the “Previous employment or experience” section. | | | | |
| Employer Name: |  | Job Title: | |  |
| Employer Address: |  | Salary: | |  |
| Start Date: | |  |
| Leave Date: (if applicable) | |  |
| Reason for Leaving: |  | | | |
| If this is/was a teaching post, please provide:  Type of school (delete as appropriate): nursery/infant/junior/primary/middle/special/PRU/secondary/other (please state): | | | | |
| Status of school (delete as appropriate): community/foundation/trust/formal federation/independent/academy/VC/VA/other (please state): | | | | |
| Gender taught (delete as appropriate): boys/girls/mixed Number on roll: | | | | |
| Key Stage(s) or Year Group(s) (if primary) taught: | | | | |
| Salary Point & Salary: | | | Additional Allowances (TLR,SEN, R&R): | |
| Main duties and responsibilities (include any additional roles undertaken organising school trips, events, leading activities, etc): | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Previous employment or experience** | | | | |
| Start with the most recent first and work backwards. You must explain any gaps in your work history since you left education (eg unemployment; career breaks; voluntary work; travel etc). | | | | |
| Dates  (dd/mm/yy) | | Name of School/Employer and Address  **or**  Reason for gap in employment | Job Title, Duties and Responsibilities.  Please include: type/status of school; number on roll; key stage(s) or year group taught; and gender taught | Reason for Leaving |
| From | To |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| **Safeguarding children, young people & adults** |
| We are all responsible for the safety of children, young people and adults who may be at risk. We must ensure that we are doing all we can to protect the most vulnerable members in our society. This responsibility applies to all TPAT employees; it also applies to contractors, partners and volunteers who carry out work with or for children, young people and adults at risk on behalf of TPAT.  From your training and/or experience, please give examples which demonstrate your knowledge and commitment to safeguarding and how you would help protect children, young people and adults at risk from harm, abuse or neglect. |
|  |

|  |
| --- |
| **Your supporting statement** |
| This important part of your application will be used to decide if you meet the criteria and should be shortlisted for interview. Refer to the role information supplied and tell us how your skills and experience match. Use examples where possible and provide the situation or task, your action(s) and the result.  If you are applying for your first job, provide examples of other relevant experience that will help us decide your suitability, eg gained through education, the community etc. |
|  |

|  |
| --- |
| **Selection requirements** |
| We will make reasonable adjustments to help people with disabilities through the application and selection process. If you have any specific requirements to enable your participation and/or attendance during the selection process, please let us know. |
|  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **References** | | | | | |
| Please provide two references. Do not use friends or relatives. We will ask for references before your interview.  If any of your previous roles (voluntary or paid) involved working with children, young people and/or vulnerable adults, we will ask for information about past disciplinary issues relating to these vulnerable groups (including any in which the time penalty is ‘time expired’) and whether you have been subject to any child/vulnerable adult protection concerns and the outcome of any enquiry or disciplinary procedure. If you have any concerns, please contact us or the school you are applying to. | | | | | |
| **Reference 1**: This **must** be your current or most recent employer or, if you do not have any previous employment, your most recent tutor (school, college or university). | | | **Reference 2**: If you have worked with children, young people or vulnerable adults in the past, but are not currently, this **must** be the most recent employer by whom you were employed to work with these vulnerable groups. Otherwise, a reference of your choice. | | |
| Full Name: |  | | Full Name: |  | |
| Job Title: |  | | Job Title: |  | |
| Employer: |  | | Employer: |  | |
| Address: |  | | Address: |  | |
| Postcode: |  | | Postcode: |  | |
| Email: |  | | Email: |  | |
| Telephone Number: |  | | Telephone Number: |  | |
| Relationship to you: |  | | Relationship to you: |  | |
| Did this role involve working with children, young people and/or vulnerable adults? | | Yes/No | Did this role involve working with children, young people and/or vulnerable adults? | | Yes/No |

|  |  |
| --- | --- |
| **Disclosure of interest** | |
| Have you ever received a redundancy payment or pension from a local authority? | Yes/No |
| If yes, please give details including month and year: | |
| Are there any restrictions to you living and working in the UK which might affect your right to work for us (eg needing a work permit/visa)? | Yes/No |
| If yes, please provide details: | |
| The role information supplied will say if this post requires travel and, if so, if you need access to transport and/or a full current UK driving licence. | |
| If needed, do you have access to transport? | Yes/No |
| If needed, do you have a full current UK driving licence? | Yes/No |
| The Working Time Regulations (1998) require us to check the hours worked by employees. Would this role be your only employment? | Yes/No |
| If no, please provide details of your other role(s) and the days and hours you work: | |
| Canvassing of our employees (asking them to help you get this role), directly or indirectly, for any appointment will disqualify your application. Also, if you fail to declare any relationship with an employee of TPAT your application may be disqualified and, if appointed, you may be dismissed without notice. | |
| Are you related to, or have you formed any relationship (personal, financial or professional) with any current employee of TPAT, or School Governor? | Yes/No |
| If yes, please give details: | |
| Do you, your partner or family have any interests (personal, financial or professional) that may conflict with you doing this role? | Yes/No |
| If yes, please give details: | |
| Have you ever been the subject of a formal disciplinary procedure? Have you ever been dismissed from any previous employment? | Yes/No |
| If yes, please give details: | |

|  |
| --- |
| **How we protect your personal information** |
| We keep on file information from this application form, equal opportunities form and any documents you attach. This is required for recruitment and equal opportunities monitoring purposes, the payment of staff and the prevention and detection of fraud. All information will be dealt with in accordance with data protection legislation and will not be sold to any third party. Unsuccessful application forms will be destroyed after 12 months; anonymised data will be kept for monitoring purposes. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Your declaration** | | | | | | |
| I understand that any employment, if offered, will be subject to the information on this form being correct and I confirm that no valid information has been wilfully withheld. I understand that if I am appointed, I am liable to dismissal without notice if the information on this form is later proved to be inaccurate. | | | | | | |
| **Signature** (applicant): | |  | | **Date:** | |  |
| Please sign and date if you are returning the form by post. If returning by email, you will be asked to sign a copy before any offer of employment is made. | | | | | | |
| If you have completed this form on behalf of the applicant, please add your details: | | | | | | |
| Name (printed): |  | | Contact Number: | |  | |

**Thank you** for taking the time and effort to complete this application form. The role information supplied will say where it should be returned.

**Please make sure you complete our equal opportunities monitoring form and self-declaration form attached to your application pack.**

|  |  |
| --- | --- |
| **CONFIDENTIAL**  **EQUAL OPPORTUNITIES MONITORING**  **This form must be completed and returned with all applications** | Tpact colour |

Truro and Penwith Academy Trust is committed to the principle of the development of policies to promote equal opportunities in employment regardless of workers’ gender, marital status, race, colour, nationality (including citizenship), ethnic or national origins, disabilities, age, sexual orientation, responsibility for dependants, religious or political affiliation and trade union activities. Applicants can obtain a copy of our Equality Policy on request.

The following questions are used solely for the purpose of monitoring equal opportunities and are in accordance with the criteria identified in Racial Equality guidelines. This information will not be used when deciding on a short-list or making an appointment, but your co-operation in completing the following would be very much appreciated.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| FULL NAME: | |  | | | | | | | | |
| MAIDEN NAME: | |  | | | | | | | | |
| POST APPLIED FOR: | |  | | | | | | | | |
| CLOSING DATE: | |  | | | | | | | | |
| VACANCY TYPE: | | Full Time  Part Time  Term Time Only: Yes  No | | | | | | | | |
| **Details:** | | | | | | | | | | |
| MARITAL STATUS: | | Single  Married  Separated  Divorced  Widowed | | | | | | | | |
| GENDER: | | Male  Female | | | | | | | | |
| DATE OF BIRTH: | |  | | | | | | | | |
| AGE GROUP: | | 16-20  21-30  31-40  41-50  51-60  61-65  65+ | | | | | | | | |
| **Disability Status:** | | | | | | | | | | |
| The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.  Do you consider yourself under this definition to be disabled? Yes  No  If yes, please give details:  Is there any other information which you would like us to take into account with regard to your disability? | | | | | | | | | | |
| **Vacancy Advertisement:** | | | | | | | | | | |
| Where I saw the Vacancy Advertised: | | | | | | | | | | |
| West Briton  Cornishman  TES | | | | TPAT Website  Internally | | | | This is Cornwall Jobsite  From a friend/Word of mouth | | |
| FE Jobs Online  Other(Please state): | | | | | | |
| **Ethnic Origin -** Please describe your ethnic origin by placing an ‘X’ in the appropriate box: | | | | | | | | | | |
| **‘X’** | **Nationality** | | **Culture** | |  | **‘X’** | **Nationality** | | **Culture** |
|  | Asian or Asian British | | Indian | |  |  | Mixed | | White and Black Caribbean |
|  | Asian or Asian British | | Pakistani | |  |  | Mixed | | White and Black African |
|  | Asian or Asian British | | Bangladeshi | |  |  | Mixed | | White and Asian |
|  | Asian or Asian British | | Other | |  |  | Mixed | | Other |
|  | Black or Black British | | Caribbean | |  |  | White | | British |
|  | Black or Black British | | African | |  |  | White | | Irish |
|  | Black or Black British | | Other | |  |  | White | | European |
|  | Chinese | | Chinese | |  |  | White | | Other |
|  | Chinese | | Other | |  |  |  | |  |