



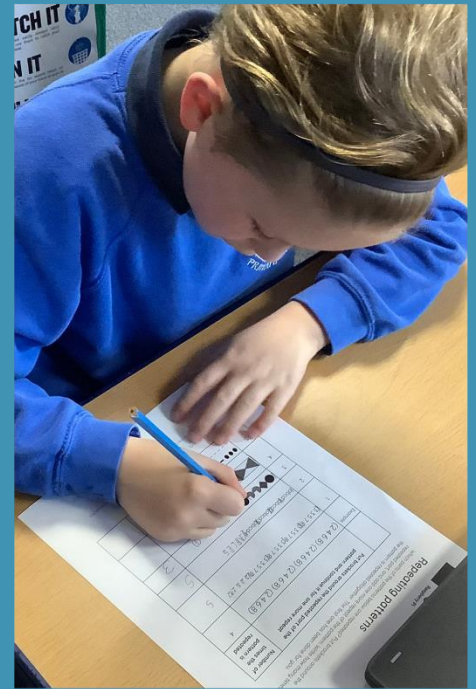
The Pennine Trust

Creating opportunity. Inspiring excellence. Shaping tomorrow.



COLNE PARK HIGH SCHOOL

Lead Practitioner for Business/ICT CANDIDATE APPLICATION PACK



A message from the Headteacher



Colne Park High School is a happy and successful community where every student is recognised as an individual and where we all aim to be the best we can be. We believe that every child has talents and strengths and that they can experience success as they develop into young adults through the supportive and caring environment we provide. We are proud of the reputation Colne Park High School has earned within the local community for providing a nurturing ethos in which our children can thrive. We are driven by an unassuming yet unswerving determination that no child in our school will be left behind.

The School is first and foremost a place of learning where students feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom, and with so many opportunities at Park we feel your child will grow and flourish with the Park family.

At Colne Park High School we respect the traditional values of hard work, good manners, and self-discipline, whilst also preparing our students for their future lives in an ever-changing world. We benefit from a dedicated and well qualified staff who bring 21st century learning alive for each individual.

We pride ourselves on our family atmosphere, the fact that students feel safe and cared for and that, by surveying our pupils, we know that they continue to feel supported.

Cathy Eulert
Headteacher

Staff Benefits



Bike 2 Work
Scheme



CPD
Opportunities



Employee
Assistance
Programme



Local Discounts



Occupational
Health Support

A message from the Chief Executive



Thank you for your interest in this position at the Pennine Trust. As an employer, we value diversity and are striving to create a fully inclusive workplace. This is an essential aspect of the culture we are building, and the environment we want to create for all members of our community. We welcome applications from anyone who meets the essential criteria for the post, outlined in the person specification. In particular, we currently invite applications from people in groups currently underrepresented in the trust, including, but not limited to, people with disabilities and from non-white British backgrounds.

A key component of the recruitment process will be to provide confidence that you are a good 'fit' with our values. We are also looking for people who will add value to our organisation and support learning and growth across our community.

If, after reading all of the information relevant to this post, you have further questions, please direct these to Amanda Vickery, PA to Headteacher at the school on their e-mail address avickery@parkhigh.penninetrust.org. Subsequently, if you believe you are a good fit for us, we very much look forward to receiving your application and, hopefully meeting you during the recruitment process.

John Tarbox
Chief Executive Officer

The Pennine Trust



The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018.

Our mission statement ***‘creating opportunity, inspiring excellence, shaping tomorrow’*** encapsulates our approach and what we prioritise daily. We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

Our core values of ***ambition, respect*** and ***collaboration*** are fundamental to our approach and shape all our policies, systems and decisions. We believe building a strong culture is the most important ingredient for success. Everyone working in the trust should be committed to these values and aligned with them. This is essential for us to be a genuinely values-driven organisation.

There are three associated behaviours that follow from each value, which should be exemplified in our conduct and feature in our dialogue with young people with increasing automaticity and, most importantly, authenticity. This helps to build the best possible environment in which all members of our Trust communities can flourish.

Ambition	We are determined to achieve and believe everyone can succeed	Try our best and take pride in what we do
		Be curious and eager to learn
		Persevere and try to bounce back from setbacks
Respect	We are considerate of everyone and our environment	Be polite and use good manners
		Show consideration for the beliefs, rights and feelings of others
		Take responsibility for our own choices
Collaboration	We are a community who believe we achieve more by working together	Actively play our part
		Listen to other people’s views
		Support each other to solve problems

This emphasises that our energies go into development of high-quality provision, both curricular and co-curricular, with the needs of the child central to that provision. Our goal is to equip every young person with the knowledge they will need to thrive in the future and to support development of their attributes and talents to their full potential.

Leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.



Safeguarding Statement

At the Pennine Trust, the welfare of children is paramount, and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' statutory guidance.





Advert for Lead Practitioner of Business/ICT

Salary Range:	Leadership Scale (L5 – L9)
Contract Type:	Full time
Contract Term:	Permanent
Start Date:	15th April 2024
Closing Date:	12pm noon on Thursday 14th December 2023

We are seeking to appoint an experienced and enthusiastic Business/ICT Lead Practitioner with an outstanding track record, to work in our Business/ICT department.

Why choose Park High School?

- Park High School is an ambitious, happy, and vibrant place to work with a family of supporting colleagues who are committed to promoting a warm and friendly atmosphere.
- A strong team of staff who work together with a common goal.
- Quality First teaching is at the core of everything we do.
- Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be.

The Pennine Trust

The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018. We are committed to high quality professional development and a strong commitment and approach to the development of people at all levels of the organisation. Working at the Pennine Trust offers:

- A strong culture driven by values
- A supportive Central Trust Team who believe that through strong collaboration, all children within our trust will have better outcomes
- High quality professional development opportunities
- A commitment to providing every child with the best possible start in life
- Exceptional curriculum and pedagogy in all our schools
- High quality pastoral care and support

The right candidate will be totally aligned with our values, embrace our behaviours and play a full part in fulfilling our mission: Creating Opportunity, Inspiring Excellence, Shaping Tomorrow.



Job Description

Areas of Responsibility and Accountability

Strategic direction and development of teaching and learning
Quality of teaching and learning.
Leading and managing teaching and learning improvements

General Requirements

Leadership of Teaching and Learning

- To contribute to developing a vision for teaching and learning incorporating high expectations, and to lead teaching staff to achieve that vision.
- To motivate, challenge and inspire teaching staff to develop the very best teaching practice to raise pupil attainment.
- To lead teachers in creating an excellent climate for learning, which supports the development of knowledge, understanding and skills.
- To lead the development and implementation of teaching and learning strategies for raising attainment in line with school strategies and in line with clearly identified needs.
- To contribute to the leadership of the school by participating in and initiating whole school developments.

Quality Assurance

- Work with Curriculum Leaders to establish common standards of practice and develop the effectiveness of teaching and learning throughout the school in line with school policy, in order to ensure all pupils can achieve.
- To regularly monitor and evaluate the effectiveness of teaching and learning through analysis of assessment and examination data, lesson observation, pupil focus groups and sampling the planning and assessment of class work and homework, in order to encourage continuous improvement in line with school policy.
- Work with Curriculum Leaders to monitor and evaluate the attainment of all groups of pupils (based on teaching group, gender, ability, ethnicity, relative deprivation and looked after), in order to ensure equality of opportunity for achievement for all pupils.

Teaching

- To undertake an appropriate programme of excellent teaching in accordance with the duties of a lead practitioner.
- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To support independent learning and enhance pupil learning experiences.
- To offer support for colleagues and to encourage the sharing of good practice between colleagues, including peer observation of teaching to improve specific aspects of teaching and learning practice.

Curriculum Provision and Development

- To promote a stimulating learning environment, which encourages pupils to learn.
- To liaise with SLT to ensure the development and delivery of an appropriate, comprehensive, high quality and cost effective curriculum commensurate with the school improvement plan.
- To keep up to date with and respond to national, regional and local curriculum developments and initiatives.
- Work with Curriculum Leaders to ensure that the development of programmes of study / subject areas is in line with national developments.

Communications and Liaison

- To ensure that all members of the teaching and associate staff are familiar with the school vision for teaching and learning, including relevant strategic goals and improvement plans.
- To attend and actively contribute to teaching and learning leadership team meetings.
- To contribute to the evolution of whole school policies and procedures regarding teaching and learning.
- To communicate the analysis and evaluation of the teaching and learning performance, targets and improvement plans through annual reports and to make presentations to SLT and to the Governing Body.
- To liaise with parents, carers and stakeholders in order to facilitate the two way flow of information about pupils' learning.
- To liaise with partner schools, colleges, other education providers, examination bodies, community groups, businesses and other external bodies as appropriate.
- To give presentations to parents, carers and stakeholders as appropriate.

Management of Staff

- To promote effective working relations through teamwork, mutual support, acceptance of accountability, devolving and delegating responsibilities and distributed leadership where appropriate.
- To help staff achieve constructive working relationships with pupils.
- To identify and meet as appropriate staff development needs relating to improving teaching and learning, including designing relevant programmes, ensuring an equitable distribution of training and liaising closely with the designated member of SLT for CPD.
- To develop a good knowledge of the professional profile and capabilities of members of teaching staff, providing support, coaching, mentoring and references as appropriate to ensure their well-being, skills are fully utilized and career aspirations are supported.

Strategic and Operational Planning

- To formulate and maintain strategic goals for teaching and learning with colleagues commensurate with the needs of students and the school.
- Work with Curriculum Leaders in their development of appropriate long, medium and short term curriculum plans, assessment procedures, teaching strategies and resources within faculties
- To implement school policies.

Professional

- To be a positive role model for staff and pupils within school that reflects the professional attributes of an effective school leader.
- To undertake necessary CPD to gain knowledge, understanding and skills of each key area of the National Standards for School Leadership and specific needs to improve the effectiveness of their leadership and management.
- To have up to date subject knowledge and knowledge of pedagogy, behaviour management and research findings within teaching and learning.



Person Specification



Selection Criteria	Essential	Desirable	Criteria measured**
Qualifications	<ul style="list-style-type: none"> • A good honours degree in Business/ICT or related subject • Qualified teacher status • Successful experience teaching Business/ICT 	<ul style="list-style-type: none"> • Evidence of further professional development • Excellent Teacher or SLE Teacher • Additional post-graduate qualification 	<p>C</p> <p>A/C</p> <p>A/C</p>
Knowledge & Understanding	<ul style="list-style-type: none"> • Pedagogy and the process of teaching & learning • Can accurately judge quality of teaching and learning in lessons and give constructive feedback • High level of competency in analysing and evaluating student progress data • Thorough understanding of strategies required to ensure all student groups make good progress • Monitoring and evaluation • Experience of Inclusion 	Curriculum development	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
Skills & Experience	<ul style="list-style-type: none"> • Positive middle leadership experience in a secondary school • Evidence of outstanding teaching & student progress • Evidence of exercising excellent judgement in pressured situations • Have teaching skills that lead to excellent outcomes • Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups • Ability to raise aspirations of staff and students and inspire them to work towards shared goals • Ability to appraise, evaluate & advise colleagues on their work and outcomes • Determination and resilience to initiate and drive through new developments to raise student attainment • Ability to think and act strategically • Ability to analyse, problem solve and prioritise • Ability to self-evaluate • Ability to self-organise and multi-task • Ability to learn from experience 	<ul style="list-style-type: none"> • Experience of working successfully in partnership with external agencies • Experience of managing teaching teams to raise student attainment and demonstrate the impact 	<p>A/I/R</p> <p>A/I/R</p> <p>A/I/R</p> <p>A/I/R</p> <p>A/I/R</p> <p>A/R/I</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R/A</p>

<p>Qualities</p>	<ul style="list-style-type: none"> • Ability to collaborate effectively as part of a team • Capacity for and interest in further promotion • Absolute commitment to the safety and welfare of all people • Ambition to learn in post and aspire to become an inspirational leader • Possession of an enthusiastic and “can-do” disposition • Willingness and ability to attend meetings/events outside normal school day • Good attendance record 		<p>A/I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>A/I/R</p> <p>I/R</p> <p>I/R</p> <p>I/R</p>
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How to apply

If you share our core values and associated behaviours and meet the criteria for the role, please apply by following the process below.

Complete and return the application form, together with a letter of application, addressed to Mrs C Eulert (Headteacher). The letter should be no more than 2 sides of A4 in font Calibri (size 12).

In your letter of application please include:

Teachers

- How your skills and experiences have prepared you for this post.
- Your philosophy on the teaching of Business/ICT.
- How you would enthuse students in Business/ICT.
- How you would contribute to the wider life of the school.

Closing date for applications is noon on Thursday 14th December 2023

Please note we accept electronic applications at:

teacherapplications@parkhigh.penninetrust.org

An automatic confirmation email will be sent once the application has arrived.

Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.



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