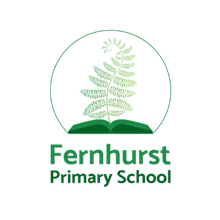


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**Wey Valley Partnership**

**(Based at Bordon Junior School & Weyford Nursery & Primary Academy)**

**Partnership Teaching and Learning Leader**

**Candidate Information pack**



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**IF YOU REQUIRE THIS INFORMATION IN AN ALTERNATIVE FORMAT PLEASE CONTACT US**



**A letter from Jennese Alozie, Chief Executive Officer**

Welcome and thank you for your interest in becoming a Partnership Teaching and Learning Leader in the Wey Valley Partnership. This is an incredible opportunity to join our Trust at this key point in its journey.

Bordon Junior School and Weyford Nursery & Primary School are both in Bordon and are part of the Wey Valley Partnership of academies (including Fernhurst Primary and Oakmoor), sharing a collaborative approach which is a distinct feature of being part of the University of Chichester Multi-Academy Trust. This is a particularly exciting time to join the Wey Valley Partnership, as it continues to expand to meet the needs of the local community.

As members of the University of Chichester (Multi) Academy Trust, the Academies share a strong belief that education is the key to transforming lives and accessing social mobility. As a Trust we passionately believe in a collaborative approach, encouraging all our Senior Leaders to share their experience and become an integral part of the Senior Leadership Team.

When visiting the Academies, you will see an exciting, collaborative culture, where pupils want to achieve their best, talk confidently about their learning and feel their teachers support their aspirations. The Academies in the Wey Valley Partnership are in the process of moving to a collaborative curriculum, which underpins their approach and was created with contributions from the children, staff, parents and governors, and this contributes to the Academy’s Journey to Excellence programme that sets out how the Academy will make a real and sustained impact.

If you believe you have the ambition, passion, skills and expertise to make a significant contribution to our Academies, its community and the Trust, have a student-centred approach to learning and teaching, share our values and would like to join our innovative and dynamic educational family, we would love to hear from you.

I hope this information pack will provide you with an insight to the Academies and the Trust, if you are interested to learn more we would invite you to visit the Academies and we would be pleased to answer any questions you may have.

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“The Trust’s vision to inspire young people, raise aspirations and transform life chances is shared by the school leaders and governors. Strong and effective relationships exist between trustees, the trust’s officers, governors and headteachers.”

Ofsted Review of the Trust

Jennese Alozie

**Chief Executive Officer**



**Bordon Junior School and Weyford Nursery and Primary Academy – Welcome from Chris James**

We are actively seeking a new Partnership Teaching and Learning Leader from January 2025.

As a Trust we are committed to ensuring that all our pupils and staff achieve more, challenge thinking and shape futures. We have remodelled our school improvement function in order to deliver this and we are now actively seeking to recruit a Partnership Teaching and Learning Leader who can contribute to this across the Wey Valley Partnership (Bordon Junior School, Fernhurst Primary School, Weyford Nursery and Primary Academy, and Oakmoor School.)

The post offers the opportunity to work at scale across a collaborative Partnership of academies from nursery to Y11 - with a specific focus on primary years and, ideally, secondary transition. The successful candidate will focus on curriculum development to enable increasingly rapid improvement across the academies in the Partnership by developing a highly effective curriculum delivered expertly by all staff. This will be enabled through high quality planning and coaching of staff as well as developing assessment which enables pupils to make excellent progress.

While you will be deployed to engage with teaching and learning across all the academies in the Wey Valley Partnership, you will also hold an operational role within either Bordon Junior School or Weyford Nursery and Primary Academy to support the day-to-day leadership and management of the academy.

The Academies are part of the University of Chichester Multi-Academy Trust family. Each academy has a unique identity, but a shared belief in creating a positive and enriching environment, where all staff feel valued and proud to be part of the Trust. There are a range of professional development opportunities available within our school and as part of the Trust. We are committed to providing a range of leadership pathways and experiences, personalised to your own needs.

I will be pleased to discuss the post further with you and can be contacted at chris.james@weyford.org

**Chris James, Headteacher**



**Message from Penny Flux**

"There has been a school on the site of Weyford Nursery and Primary Academy for over 100 years, and the school holds an important place in the heart of the local community.

With such a long history, the Academies within the Wey Valley Partnership have been through many positive changes and growth. We are proud to be part of the Wey Valley Partnership with a clear vision for excellence encompassing nursery to Year 11 and beyond.

The Local Governing Body recognises the need for a strong leadership team to continue this journey, to drive standards up, raise aspirations and support all of our people, of all ages, to be the best version of themselves. We want all our children, and adults, to be excited and happy to attend school each day.

There are many challenges ahead as we settle into a period of growth with a growing nursery and Early Years Provision, and increased development in the town bringing more children.

There is a very strong drive across the Wey Valley Partnership, led by the Senior Leadership Team, both to raise levels of attainment by ensuring consistently high-quality teaching across the Academies and to ensure that all the systems within the Academies are upgraded and of a very high standard.

The strengthening of teams within the school is a big part of that - so this is an exciting time to join the Senior Leadership Team as a Partnership Teaching and Learning Leader.

**Penny Flux, Chair of the Local Governing Body**

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**University of Chichester Multi-Academy Trust**

We are a strong team made of a University, Secondary, Primary and Teacher-educators. The University of Chichester Academy Trust (‘The Trust’) is uniquely placed to make a difference to the local education landscape. Academies join our Trust to do so because they wish to work with like-minded Academies who have a shared passion for student-centred learning, and a desire to work together for the benefit of the wider community they serve.

The Trust has 15 academies, 2 Inclusion Centres and a SCITT in its education family, based in Hampshire, Portsmouth and West Sussex, with over 950 employees across our Trust we educate 5,845 children. We are currently in the process of converting to primary Academies to join our Trust.

**Co-Leadership Approach:**

The Headteachers, Deputy Headteachers and Assistant Headteachers, and Partnership Teaching and Learning Leaders of our academies all lead their own Academies and contribute to the wider leadership of the Trust. Our Headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies

**A shared Vision:**

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

**A shared Mission:**

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

**Achieve More, Challenge Thinking, Shape Futures**

The collective strategic priorities of the Trust are outlined below. The Trust’s Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

**Learning and Society**

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our Academies and work closely with our University sponsor.

**Strategic Leadership**

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

**Collective Responsibility**

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils’ learning and identity.

**Trust Identity**

Ensure our Trust identify and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

**What We Offer You**

**To your career**

* A strong commitment and support for your personal leadership journey
* Opportunities for shared learning and collaboration across the Trust and the wider network
* Extensive professional and personal development opportunities
* To help shape the future of successful and innovative Academies.

**To be part of something bigger**

* A system leader on the local and regional stage
* A strong and supportive governing body
* The opportunity to be part of the School Leadership Teams, who are passionate and committed to a shared set of values to make a difference as we drive improvement in a changing world
* A collaborative Trust which inspires innovation

**To make a difference**

* To be part of a team that makes a real difference to the life chances of our children and young people
* Contributing to the creation of a culture and environment in which staff feel valued, are inspired and work in buildings which promote and enhance child progress and learning.

**Annual Salary**

L3 £49,574 to L7 £54,816 per annum.

**Other staff benefits**

* Teachers’ Pension Scheme
* The mental health and wellbeing of staff is of key importance and in addition to professional support we provide an extensive employee assistance provision, including 24/7 telephone helpline and counselling
* Lifestyle health and wellbeing programme
* Access to an extensive personal development programme
* Access to the University’s vast Library resources and to the National College resource
* Employee Discounts platform, saving £££’s on a range of goods and services
* Gym Discount
* Eyecare Voucher Scheme
* Eligibility to join TOTUM (NUS Extra)
* Security of knowing you are joining an organisation whose

sponsor has been promoting education for almost

180 years.

**Job Profile**

**Job Title:** Partnership Teaching and Learning Leader – Curriculum Development

**Reports to:** Headteacher

**Location:** Based at Bordon Junior School, Bordon, and Weyford Primary School, Bordon, with regular travel to Wey Valley Partnership academies. You will also be required on occasion to travel to other academies within the Trust or to the Trust’s central office.

**Function of the post:**

Supporting the Headteacher you will assist in providing strategic leadership and direction to ensure that the children get the best possible educational experience from Nursery to Year 6 and a strong transition into Key Stage 3.

A strong focus on curriculum work will be required with other Primary teams across the Wey Valley Partnership, including an element of working with Secondary colleagues.

With a shared belief in the vision and values of the University of Chichester Academy Trust you will ensure a child centred approach where teaching is consistently good or better. Fostering confidence, ambition and motivation in staff to promote and deliver a positive, exciting and relevant learning experience for pupils, the post holder will also engage and enthuse parents for the benefit of the pupils and Academies.

**Principal Accountabilities:**

* To be responsible for the professional duties of the Headteacher in the event of their absence when directed.
* Work with the senior leadership team of the Wey Valley Partnership to deliver a coherent learning journey/curriculum for all pupils from Early Years to Year 6 (and into transition to secondary).
* Manage the collection and analysis of data on pupil performance, presenting data to teaching staff in a manner that enhances understanding and learning, and encourages action that will bring about improvement in standards.
* To lead and manage the School’s Continuing Professional Development Policy and procedures that will bring about tangible improvements for the benefit of the whole school.

**Leadership and Development**

* As a member of the Senior Leadership Team you will share responsibility with the Headteacher in delivering the strategic management and conduct of the Academies whilst working in partnership with the local governing body, the Trust and other key stakeholders;
* Provide motivation, inspiration and high expectations in order to establish and maintain an organisational framework that will support the continuous development of the Academies and strengthen leadership and management capacity;
* Contribute to the creation and implementation of a strategic plan that is underpinned by sound financial planning and quality assurance, within a local and national context that identifies priorities and targets, to raise the attainment levels of pupils and engage with pupils in relevant learning that is both positive and exciting;
* Take responsibility for the quality of education provided at the Academies, whilst engaging and promoting collective responsibility within the school community and contributing to the education service more widely;
* Assist the Headteacher in the creation, implementation, review and update of the Academies policies, ensuring that policies and practices are compliant with the University of Chichester Academy Trust’s requirements and take account of the national, local and school research and inspection findings;

**Teaching and Learning Support**

* Demonstrate excellent classroom practice;
* Work with the Leadership Team to secure and sustain high expectations and excellent practice in teaching and learning throughout the Academies. This will include monitoring and evaluating the quality of teaching and standards of pupils’ achievement, and the use of benchmarks and SMART targets for improvement;
* To contribute strategically to the teaching programme of the Academies that encourages best practice, working within a robust and supportive performance management system that integrates professional learning within it;
* Be recognised as a leader of innovative and engaging teaching, creating a learning environment in which staff are inspired and motivated to deliver high quality teaching that, along with robust assessment and other procedures, meets the needs of all pupils leading to improved learning outcomes and standards of education;
* Develop and apply appropriate teaching techniques, providing material that is current and which creates interest, understanding and enthusiasm amongst pupils;
* Show commitment to ensuring creativity, innovation and the use of appropriate technologies to achieve excellence.

**University of Chichester Academy Trust:**

The Trust’s vision is “For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives”, and it is our mission “To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning…”

With a supportive and collaborative approach, it is expected our academies are actively engaged and contribute to the work of the Trust; have a shared vision and work within the requirements of the Trust whilst retaining and developing the academy’s own identity.

**Teachers’ Standards (England)**

Uphold principles of the Teachers Standards, ensuring all teachers perform at a level that is consistently good or better across the current Teachers’ Standards (England).

**Framework:**

Professional responsibilities and duties should be undertaken in line with the contractual framework for teachers set out in the current School Teachers’ Pay and Conditions document, the Academy’s Scheme of Delegation and in line with statutory obligations and regulations that apply to academies within a multi-academy trust and or as directed by the University of Chichester Academy Trust.

The duties contained within this job profile should not be regarded as exclusive or exhaustive and you may undertake a range of other duties appropriate to the salary grade and in line with the context of your role. In consultation, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

**Equality and Inclusion:**

The University of Chichester Academy Trust and the Academy believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Academy has a number of policies that you should ensure you are familiar with and compliant to. Any breaches may lead to termination of employment.

**Right to Work:**

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. Please advise if you require any guidance or further information.

**Health and Safety:**

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School’s Health and Safety Policies.

**Sustainability and Environment:**

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives.  It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues.  The University of Chichester Academy Trust will support the academy in continuously seeking to find ways to improve its environmental performance and all staff are required to support these aims.

**Data Protection:**

You will be responsible for conducting activities in compliance with the requirements of the Data Protection Act 2018 and the Employment Practices Data Protection Code, especially concerning confidentiality, treatment of personal information and records management.

**Safer Recruitment:**

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.

We will ensure all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School’s staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs

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**Person Specification**

Essential (E) requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated or equivalent qualifications and experience.

Desirable (D) requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

|  |  |  |
| --- | --- | --- |
| **Knowledge and Qualifications – Essential** | **Knowledge and Skills -Desirable** | **Evidenced through** |
| Qualified Teacher with evidence of continual professional development or relevant accredited study appropriate to the post. | Relevant accredited study and/or professional development such as leadership and management training. | * Application * Documentary evidence * Interview |
| Current knowledge of the national curriculum and research, initiatives and technologies in child learning and development. | Knowledge of what pupils need to be able to do and know as they progress from Key Stage 2 to Key Stage 3. |
| Good understanding of assessment procedures including assessment for learning and end of KS assessment |  |
| Good understanding of the principles of equality and diversity that support a culture that embraces diversity within the classroom and community. |  |
| Knowledge of, and training in health and safety and safeguarding legislation within the context of school compliance. |  |
| Current knowledge of the new Education Inspection Framework. |  |
| **Skills - Essential** | **Skills – Desirable** | **Evidenced through** |
| A skilful communicator with strong, interpersonal and presentation skills, both verbal and written, which naturally adapts to a diverse audience, e.g. governors, parents and carers, staff, pupils and the wider community on a wide range of issues to provide clarity of vision, influence and direct or challenge others. |  | * Application * Interview activities * References |
| ICT skills that enables efficient and effective administration, supports the work of the school and enhances pupil learning in the classroom. |  |
| Evidence of leadership and team qualities that contribute to an effective and strong leadership team, with the ability to set and achieve challenging goals in a supportive environment. Identify and deliver change to a high level, which promotes organisational reflection and an enthusiasm and motivation for continued improvement and shared thinking. |  |
| Skill set required to successfully extrapolate, analyse and report data to a diverse audience. |  |
| Organisational, management and administration skills relevant to the effective delivery of the duties of the post to achieve the academy’s educational goals and priorities. |  |
| Excellent people skills, managing issues in a sensitive, supportive and appropriate manner to support the effective operation of the Academy. |  |
| Networking skills that build a professional learning community and enable good practice to be shared for the benefit of the Academy and the Academy Trust. |  |
| **Experience - Essential** | **Experience – Desirable** | **Evidenced through** |
| An exemplary cross primary phase classroom practitioner who is leading in curriculum innovation, supporting and motivating colleagues to enhance teaching through good primary practice and shared thinking to enable successful school improvement with evidence of how this has a positive impact on pupils achieving their full potential. | Previous Leadership experience, ideally with the primary age range  Experience of curriculum planning around KS2 to KS3 transition. | * Application * Interview activities * References |
| Supporting elements of whole school management in a similar or SLT role, including resource management and staff recruitment. | Experience of contributing to SEF.  Previous experience of finance and budgeting in an educational environment. |
| Experience of managing and using pupil attainment, tracking and interpreting data and moderating achievement. | Delivering successful in-house training.  Experience of moderation. |
| Proven track record of monitoring, evaluating and improving quality of learning and teaching, building effective strategies for academy self-evaluation and making effective use of ICT in learning | Previous Senior Leadership experience, ideally with the primary age range. |
| Demonstrable evidence of being part of a successful team that delivers measurable improvement. | Experience as a school governor. |
| Evidence of collaborating and building effective relationships with parents, carers and the wider community to enrich teaching and learning for the wellbeing of pupils. | Experience of collaborative working with multi-agencies for the benefit of the pupils. |
| Evidence of strong behaviour management skills to support colleagues with the personal and social development of all pupils. | Experience in managing additional educational needs provision. |
| Demonstrable evidence of being part of a successful team that delivers measurable improvement in teaching practice with shared thinking and operational management | Experience of being inspected by OFSTED at a senior level. |
| **Personal Attributes - Essential** | **Person Attributes – Desirable** | **Evidenced through** |
| Strong working ethos with a pro-active, positive, enthusiastic and flexible approach, and a high level of commitment to team work, the whole School community and academy approach. |  | * Interview activities * References |
| The presence to inspire confidence and trust, enabling individuals and teams to develop and feel empowered and motivated to achieve high goals, promoting collaboration, shared knowledge and understanding. |  |
| An ability to promote organisational, individual and self-reflection, that enables positive response to feedback to inform decision making and creates an enthusiasm and motivation for continued improvement and shared thinking |  |
| An ability to foster an open, innovative, equitable culture, dealing with difficult decisions or situations in a timely manner, making reasoned judgements, conveying conclusions clearly, positively and sensitively |  |
| Welcomes accountability to a wide range of groups, forms constructive relationships with all and understands the importance and value of engaging with parents, carers and the wider community. |  |
| Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance for the well-being of self and others. |  |
| Commitment to equality that raises aspirations for all, challenges prejudice and assumptions and promotes integration, celebrating the diversity of multi-cultural Britain |  |
| Positive attitude to change, with an adaptable and versatile approach. |  |

**September 2024**

**Application Procedure**

If you are interested in this post, you are warmly invited to visit our schools. Please contact

Zoe Fuller, Business Manager by email [z.fuller@bordon-junior.hants.sch.uk](mailto:z.fuller@bordon-junior.hants.sch.uk) or telephone 01420 472145 if you wish to arrange a school visit.

Applicants should **complete** an **Application Form** which can be downloaded from the Trust’s website [www.unicat.org.uk/find-job](http://www.unicat.org.uk/find-job) and return it by email to [unicathr@chi.ac.uk](mailto:unicathr@chi.ac.uk).

**The closing date is Thursday October 10th 2024 at midday. The Assessment and Interview and Assessment date will be on Wednesday 16th October 2024 at Weyford Primary and Nursery Academy.**

If you have any queries, please contact the University of Chichester Central Team by emailing [unicathr@chi.ac.uk](mailto:unicathr@chi.ac.uk).

University of Chichester Academy Trust

HR Department

Arran House

Bognor Regis Campus

Upper Bognor Road

Bognor Regis, PO21 1HR

**T:** 01243 793499 **E**: [unicathr@chi.ac.uk](mailto:unicathr@chi.ac.uk)

**Application Form Completion**

When completing the Application Form, please refer to the Job Profile and particularly the Person Specification in the context of the accountabilities.

You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

All other information requested should be contained within the application form.

**Selection Procedure**

The shortlist will be completed shortly after the closing date and successful candidates will be

invited to attend the Assessment Day and Interview Day on 16th October 2024.

Proud to be part of the **UNIVERSITY OF CHICHESTER ACADEMY TRUST**

**Receipt of Application**

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the HR Team immediately on the number above.

**Support**

If you have any specific support or adjustments that you would like the Trust to consider or arrange for you, please contact either Phil Matthews, HR Manager, [P.Matthews@chi.ac.uk](mailto:P.Matthews@chi.ac.uk) who will be pleased to assist.

