



Pennine Academies Yorkshire

RECRUITMENT BROCHURE





WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

Michael Thorp CEO



WELCOME FROM THE CHAIR OF TRUSTEES

Dear Candidate,

Thank you for your interest in becoming the Headteacher of Farnham Primary School. Farnham Primary is a thriving two-form entry school. Our last long standing Headteacher retired in the summer and has left the school in a good position with a strong staff team who are committed to ensuring the pupils have an exciting, challenging school experience. The school was visited by Ofsted a little over 12 months ago and received a judgement of Good in all areas.

The Trustees are seeking to appoint a 'Values Led' transformational Head who can embrace the challenges that lay ahead, build on current good practice and also bring new ideas to continue our drive forward. We positively encourage candidates to visit Farnham Primary School so that they can understand the ethos and amazing atmosphere in the school. Our school promotes inclusion at all levels and this is clearly demonstrated throughout the school. Staff speak of the Farnham family and it certainly feels like one as we offer support and challenge to everyone in our school community.

It is an expectation that headteachers in the Trust contribute to and benefit from the support from other schools and the skills of other staff and central team.

I thank you for your interest in this position and I look forward to receiving your application.

Yours sincerely,

Deirdre K Bailey
Chair of Trustees





EMPLOYEE BENEFITS

WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
 - Counselling Services
 - Mindfulness Services
 - Weight Management
 - Physiotherapy
 - GP Helpline
 - Cancer & Chronic Illness Support
 - Menopause Support
 - Nurse Support
 - Whole School & Leadership Support
 - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities



WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

SO WHY WOULD YOU JOIN PENNINE?



1

WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.



2

WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?

At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

HEADTEACHER PERMANENT FROM EASTER 2025

negotiable for the right candidate



Farnham Primary School | T 01274 573297
Acting Headteacher Samantha Keenan

CLOSING DATE:

Friday 31st January 2025 at 9:00am

INTERVIEWS:

Tuesday 11th February 2025

Are you committed to achieving the best outcomes for all pupils?

Are you a supportive and encouraging leader that can motivate a highly skilled staff team?

We are looking for a Headteacher to join our team from April 2025. The successful candidate will have met the requirements of the person specification and will be subject to an enhanced DBS check. We welcome applications regardless of age, gender, ethnicity or religion.

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of our children and colleagues and expects all staff to share this commitment. Shortlisted candidates will be subject to related online content checks, in line with Keeping Children Safe in Education 2023.

The successful candidate would:

- Be committed to ensuring our pupils have an exciting and engaging learning experience
- Have the ability to motivate and inspire their colleagues, pupils and the wider school community

- Be an experienced school leader who can evidence implementation of successful school development
- Be committed to working with other trust schools to drive school improvement and share best practices

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. All posts are subject to the safer recruitment process including an enhanced Disclosure and Barring Service Check. The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

Please click the link below <https://www.farnhamprimary.org.uk/home/policies/> to view our Safeguarding Policy.

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

Visits to the school are strongly recommended. To arrange an appointment or for any further information please ring the Operations Manager, Leanne Ridley, on 01274 573297 or email office@fps.paymat.org.

All applications should be completed through the Every Candidate Portal which can be accessed via www.paymat.org/recruitment

What Ofsted say (November 2023)

"The school has high ambitions for all pupils. There is a clear aim for pupils to achieve well during their time in the school. The school's curriculum has been designed with this in mind"

JOB DESCRIPTION



JOB TITLE/POST:

HEADTEACHER

SALARY:

L18 - L24

RESPONSIBLE TO:

CHIEF EXECUTIVE OFFICER

DATE:

APRIL 2024

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated

routines are naturally included in the job profile.

- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



RESPONSIBILITIES

SCHOOL CULTURE:

- Establish and sustain the school's ethos and strategic direction, in partnership with those responsible for governance and through consultation with the school community.
- Ensure the school's ethos and strategic direction is in line with the values and vision of the MAT.
- Create a culture where pupils experience a positive and enriching school life.
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the school community, and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

WHOLE SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT:

- Provide overall strategic leadership and, alongside others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- Ensure the MAT's strategic direction, vision and values are reflected in the school.
- Establish, oversee and evaluate systems, processes and policies that enable the school to operate effectively and efficiently.
- Produce and implement improvement plans and policies that benefit the development of the school and the MAT.
- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.



TEACHING:

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.
- Lead and manage teaching and learning throughout the school, including ensuring that a teacher is assigned in the school timetable to every class or group of pupils.
- Teach, as required.
- Liaise with other leaders within the MAT to secure creative, responsive and effective approaches to teaching and learning.

HEALTH, SAFETY AND BEHAVIOUR:

- Promote the safety and wellbeing of pupils and staff.
- Ensure rigorous approaches to identifying, managing and mitigating risk.
- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.
- Ensure good order and discipline amongst pupils and staff.
- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.
- Ensure high standards of pupil behaviour and courteous conduct, in accordance with the school's **Behaviour Policy**.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults are within the school model and teach the behaviour of a good citizen.

CURRICULUM AND ASSESSMENT:

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading.
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.

SEND AND ADDITIONAL NEEDS:

- Ensure the school holds ambitious expectations for all pupils with SEND and additional needs.
- Establish and sustain culture and practices that enable pupils with SEND and additional needs to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents and professionals to identify the additional needs and SEND of pupils, and ensure support and adaptation are provided where appropriate.
- Ensure the school fulfils its statutory duties with regards to the SEND code of practice.

MANAGEMENT OF STAFF AND RESOURCES:

- Lead, manage and develop staff members, including appraising and managing their performance.
- Develop clear arrangements for linking appraisal to pay progression and advise the board of trustees on pay recommendations for teachers.
- Organise and deploy resources within the school.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Promote harmonious working relationships within the school.
- Maintain relationships with organisations representing staff members, e.g. unions.
- Ensure staff are deployed and managed well with due attention paid to workload.
- Ensure resources are managed in line with the MAT's policies and procedures.

PROFESSIONAL DEVELOPMENT:

- Promote the participation of staff in relevant CPD.
- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the 'Standards for teachers' professional development'.
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.
- Participate in arrangements for the appraisal and review of their own performance and, where
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appropriate, that of other staff members.

- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Take responsibility for their own CPD, engaging critically with Education research.

COMMUNICATION AND WORKING WITH OTHERS:

- Consult and communicate with the board of trustees, staff, pupils and parents.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.
- Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.
- Commit to ensuring the school works successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.
- Build and maintain excellent relationships with other schools in the MAT, the central team and the board of trustees.

MANAGEMENT OF STAFF AND RESOURCES:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and early career teachers (ECTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.

GOVERNANCE AND ACCOUNTABILITY:

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Establish and sustain professional working relationships with those responsible for governance.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

ETHICS AND PROFESSIONAL CONDUCT:

- Uphold and demonstrate the Seven Principles of Public Life at all times – selflessness, integrity, objectivity, accountability, openness, honesty and leadership.
- Uphold public trust in school leadership and maintain high standards of ethics and behaviour.
- Build relationships rooted in mutual respect and observe proper boundaries appropriate to their position.
- Show tolerance of, and respect for, the rights of others, recognising differences and respecting cultural diversity.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensure that personal beliefs are not expressed in ways which exploit their position or pupils' vulnerability or

which might lead pupils to break the law.

- Serve in the best interests of the school's pupils.
- Conduct themselves in a manner compatible with their influential position in society by acting ethically.
- Uphold their obligation to give account and accept responsibility.
- Know, understand and act in line with the relevant statutory frameworks which set out their professional duties and responsibilities.
- Make a positive contribution to the wider education system.



PERSONNEL SPECIFICATION



ESSENTIAL CRITERIA

- Qualified Teacher Status

JOB SPECIFIC EVIDENCE:

EXPERIENCE

- Proven record of success as an outstanding Teacher
- At least **three** years of proven strong, successful leadership and management experience in a school.
- Evidence of demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity.
- Experience of implementing, managing and evaluating change in a collaborative way.
- Experience of raising standards that have impacted positively on pupils and teaching and learning.
- Significant experience of evaluating and using data to plan and improve pupil outcomes.
- Experience of making effective use of funding and other resources.
- Strong financial planning and management skills.
- Excellent communication skills and proven ability to listen to, understand and work effectively with the school community.

QUALIFICATIONS / TRAINING

- Honours degree or equivalent in relevant subject
- Qualified Teacher Status
- Professional qualification or relevant experience
- Evidence of Continuing Professional Development

KNOWLEDGE:

- An understanding of how to empower pupils and staff to excel.
- A clear understanding of what makes good and outstanding teaching through a deep understanding of how pupils learn, and the ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.
- An understanding of how to create whole-community accountability systems and implement them with the support of the SLT to combine data from a range of sources to maximise the achievement of pupils.
- A clear understanding of and commitment to promoting safeguarding pupils.
- Knowledge and understanding of the statutory frameworks which set out their professional duties and responsibilities

PERSONAL TRAITS:

- Demonstrate optimistic personal behaviour.
- Be able to build positive relationships rooted in mutual respect.
- Have a commitment to valuing, supporting and encouraging the professional development of all staff.
- Be able to build and nurture a strong, positive and collaborative team culture that enables all staff to carry out their roles to the highest standard and for all staff to work together to deliver school improvement.
- Be committed to building and maintaining effective and positive relationships with parents, trustees, and the wider school community.
- Be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.
- Be able to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level.
- Show tolerance and respect for the rights of others, recognising differences and cultural diversity, while upholding the fundamental British values.
- Ensure that their personal beliefs are not expressed in ways which exploit their position, pupils' vulnerability or might lead to pupils breaking the law.



Pennine Academies Yorkshire

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