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|  | **Abington Vale Primary School** |



**Deputy Head Teacher for 2 positions. Please see job description and person specification.**

**Welcome from the Chair of the Board of Trustees**

We are delighted that you are interested in applying for a position at the Northampton Primary Academy Trust (NPAT).

The Northampton Primary Academy Trust Partnership was founded in August 2012 and was built on the vision of five Headteachers to bring together like-minded schools to provide quality-first teaching and learning to all children across member schools, delivered and supported by passionate personnel of the highest professional calibre. Our member schools come in many shapes and sizes, from small to large, split-site primaries and cover a diverse geographical range and socio-economic mix.

Our vision is to achieve “educational excellence; creating opportunities and enriching lives”. To achieve this, our mission is to develop a Multi-Academy Trust of highly effective and sustainable schools. NPAT schools all share a common vision and are committed to the NPAT values, whilst retaining the freedom to innovate and develop their own identity and character.

The Trust is built on the principle of synergy; that a collaboration of vibrant and successful schools can achieve collectively what a single school couldn’t achieve alone. NPAT improves our schools using teamwork and innovation through partnership working that brings together children, parents, teachers, governors and school leaders.

From the original five schools we have seen progressive growth, with eleven schools currently on board. Whilst we grow in size, the Trustees and Executive Team are keen to ensure that we retain the values and ethos upon which our Trust was originally built.

Joining our Trust will mean that you will benefit from excellent opportunities to learn and further your career, through strong collaboration and good career progression opportunities across our school network, and you will have great fun along the way.

We are on an amazing journey and we would be delighted to welcome you on board to be an integral part of it!

Thank you

Jeremy Stockdale

***‘Achieving Extraordinary Things’***

**Dear Applicant**

Thank you for your interest in furthering your career at Northampton Primary Academy Trust.  We aim to appoint and retain the highest calibre of staff at all levels. We work hard to ensure that our staff have every opportunity to develop as professionals throughout their career.

We are committed to developing the best working practices for our staff and ensure that staff working conditions, workload and well-being are at the heart of our thinking.

**Our NPAT Staff Pledge** shows our ongoing commitment to our workforce and we try to ensure that anyone working in an NPAT schools can expect:

* A fair and reasonable workload.
* High quality training and CPD opportunities that meet the needs of individual members.
* A fair pay and reward package at least equal to the national agreement for teachers, and the Local Authority pay scale for support staff.
* Support and incentive to ensure positive well-being.
* Higher priority placement in the school that you work at for the admission of staff children.

NPAT is committed to providing the most innovative, creative and inclusive education possible. We pride ourselves on high expectations and outcomes for our children through a curriculum which is aimed at nurturing the whole child academically and personally.

We are committed to the personal and professional development of our staff, offering innovative, collaborative and supportive approaches to training and development courses in priority areas. We are always keen to hear about the professional needs of our staff, so please feel free to let us know of any areas that you feel we could support you with.

NPAT always aims to be at the forefront of the latest educational thinking and research, including our current work on curriculum development which will provide clarity to teachers about wider curriculum content so that their valuable time can be spent concentrating on delivery and personalising this to meet the needs of their learners. We aim to work with the very best educational researchers and give our staff every opportunity to hear the latest research evidence tied in to our education strategy and priorities.

We hope that you will join us in one of our NPAT schools and look forward to working closely with you.

Yours sincerely,

*Julia Kedwards, OBE*

**NPAT Chief Executive Officer**

***Follow us on Twitter****:* @NPATrust, ***Telephone/text:*** NPAT Office 07741 654181

***Email***: [recruitment@npatschools.org](mailto:recruitment@npatschools.org), ***Website:*** <https://npatschools.org/index.php>

*“The Northampton Primary Academy Trust (NPAT) is committed to safeguarding and promoting the welfare of children and young people and requires all staff, governors and volunteers to share and demonstrate this commitment.  The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including the right to work in the UK, a health check, an enhanced DBS check and satisfactory references.”*

**The Northampton Primary Academy Trust (NPAT)**

NPAT was formed in 2012 by a group of five Northampton Schools who believed that by working together, they could achieve something truly special for children across Northampton Town.  NPAT is now a collaboration of eleven schools representing 4350 fabulous children and 700 amazing staff. Our schools are:

Abington Vale Primary School

Blackthorn Primary School

East Hunsbury Primary School

Ecton Brook Primary School

Headlands Primary School

Lings Primary School

Rectory Farm Primary School

Simon de Senlis Primary School

Thorplands Primary School

Upton Meadows Primary School

Weston Favell Primary School

NPAT is driven by a vision of innovation, high aspiration and achievement, and a commitment to sport and the arts. This approach is encapsulated in our motto:

***‘Achieving Extraordinary Things’***

NPAT schools all share a common vision - ***to*** ***achieve educational excellence, create opportunities and enrich lives -*** and are committed to shared principles and approaches whilst retaining the freedom to innovate and develop their own identity and character. Our schools span a range of communities and locations across the town, and we are able to offer staff opportunities to collaborate with others across the Trust.

The partnership is built on the principle of synergy; our collaboration of vibrant and diverse schools can collectively achieve more than a single school working alone. NPAT schools improve using collaboration and innovation through partnership working that brings together children, parents, teachers and school leaders, with the understanding that we are one organisation with many different sites:

***‘My school is your school; your children are ‘our’ children.’***

Within the partnership, schools will have a range of strengths and needs and will be at different stages in their improvement journey. All schools are committed to an ethos of mutual support, sharing of best practice and co-creation of NPAT policies and curriculum approaches.

**Job Title: Deputy Headteacher**

Start Date: April or September 2021

Closing Date: Monday 15th March 2021

Interview Date: W/C 22nd March 2021

Salary: Deputy Head range is Point 7-12. (£49,019 - £55,338 based on a full-time salary).

Hours per week 27.5

(This is a permanent, full-time appointment but part-time applicants will be considered.)

**Abington Vale Primary is a welcoming, nurturing and ambitious school, with commitment to excellence for all.** **We are seeking to appoint two skilled, Deputy Headteacher to support the Headteacher in raising standards of achievement across the school.**

We are proud to offer: -

* A real opportunity to innovate and lead change
* A committed and driven leadership team
* Enthusiastic children who are motivated to learn
* A calm, purposeful and vibrant environment
* Good standards of behaviour
* The opportunity to work with a team of dedicated teachers in a forward-thinking school
* High quality SEND provision
* A strong ethos of nurture, support and well-being for all
* The support of our Multi Academy Trust (NPAT)
* High quality CPD both within school and through our Multi Academy Trust (NPAT)
* A skilled, dedicated and supportive Governing Body

ABINGTON VALE PRIMARY SCHOOL

PARK CAMPUS STIRLING CAMPUS

**Ashford Close 77 The Avenue**

**Abington Vale Cliftonville**

**Northampton Northampton**

**NN3 3NQ NN1 5BT**

**Email:** [**HR@avps.org.uk**](mailto:HR@avps.org.uk)

**Website: abingtonvaleprimary.org.uk**

**Tel: 01604 635071 (Park Campus option 1, Stirling Campus option 2)**

Abington Vale Primary School is a primary school situated on two sites approximately two miles from the town centre. It is popular and is held in high esteem by parents and the local community. The school serves an established residential area together with newer private housing development.

Our first site, Park Campus, built in 1968, has an attractive building surrounded by extensive grounds, which provide a stimulating environment for both learning and play. In 2013 we opened Stirling Campus, located in Cliftonville. Both sites provide a good education for 210 children, 420 in total.

In March 2018 the Pavilion Pre-School became part of Abington Vale Primary School. The nursery has provision for 2-4 year olds. The setting boasts its’ own large outdoor area and is situated within close proximity of the Park Campus site.

Abington Vale Primary School has a friendly and caring ethos. Our children are well behaved and highly motivated. We have a genuine partnership with parents. The staff, both teaching and non-teaching work closely together and are mutually supportive. We look for new staff that will complement our strong team, and join with us in improving the learning opportunities for all our children.

In 2012 we became an academy as part of Northampton Primary Academy Trust (NPAT), the first multi academy trust in Northamptonshire. Since 2012, our Academy has evolved, NPAT now includes eleven primary schools. (For more information please view the website: [www.npatschools.org](http://www.npatschools.org))

This partnership challenges, supports and is developing a very powerful vision for the future of learning for all our children and staff. It is a very exciting time.

We share the same high expectations and standards as our parent community and we expect our members of staff to be consummate professionals that embrace the creative challenges that our children provide. We love sport, art, music, drama and creativity. New staff are expected to add to the school ethos and values and go the extra mile. We look forward to meeting you.

Laura Cichuta

Head teacher

**Abington Vale Primary School**

**Job Description**

**Deputy Headteacher**

**Quality First Teaching, Lead English Strategy**

**Post Holder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Responsible to:** **Head Teacher**

**Job Purpose**

To provide effective whole school leadership and management, working alongside the Headteacher to drive school improvement with specific responsibility for English. To lead the day to day running of Park/Stirling Campus. To deputise in the absence of the Headteacher.

# **Role Specific Accountabilities**

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| **Teaching Learning & Assessment** | * To lead the whole school development of Quality First Teaching with the aim that all teaching meets or exceeds teaching standards at Park/Stirling Campus. * To lead the creation and implementation of the Teaching and Learning section of the School Improvement Plan at Park/Stirling Campus. * To lead the development of effective processes for the monitoring and evaluation of the quality of teaching across Park/Stirling Campus. * To lead English as a subject across the mainstream school. * To provide performance data reports to staff and the Governing Body as required. |
| **Behaviour & Keeping Children Safe and Health and Safety** | * With the Headteacher and SenCo and Inclusion Lead support the school’s Behaviour Management approach, providing training and support for staff to ensure consistency of its application. * To be a point of escalation for behaviours within school and manage these effectively. * To assist the lead DSL to ensure the schools processes for Making Children Safer and the implementation of Thresholds and Pathways is robust. |
| **Training**  **English Lead** | * Train all mainstream Staff in order to deliver a high quality and effective English curriculum. * Co-ordinate and/ or support training and development opportunities for Teaching (and Support Staff in liaison with the SST). * Support the annual appraisal process of Teaching and Support Staff, monitoring and evaluating the effectiveness of this. * Establish an English Team with clear roles and responsibilities. * Develop a reading and Writing Strategy across the whole School. |
| **Cover** | * To deputise for the Headteacher if required. * To manage the absence of all staff at Park/Stirling Campus. * Reporting absence to the school office. * Covering planned absence. * To manage the staff absence procedures for Park/Stirling Campus including meetings and support for support staff with intermittent or long term absence concerns. |
| **Line Management** | * Teaching and Support Staff across Park/Stirling Campus including the completion of progress meetings and reporting of annual appraisals. |
| **Budget** | * English and Curriculum. |

# **General Senior Leadership Team Accountabilities**

**Key Qualities:**

* To deal with difficult situations in a calm and effective manner.
* Provide a professional role model for teachers and other aspiring leaders and managers.
* To provide a role model of exemplary practice.

**Supporting the Senior Leadership Team:**

* To work in co-operation and consultation with the Headteacher as a member of the Senior Leadership Team (SLT).
* To attend, prepare for and actively contribute to SLT meetings and conferences.
* To actively contribute to the preparation, implementation and monitoring of the Strategic School Improvement Plan.
* In conjunction with the Headteacher, SLT and Governors, contribute to the school’s processes of self-evaluation and preparation and review of the SEF (Self Evaluation Form).
* Communicate effectively and with professional integrity within and beyond the school community.
* To act as an ambassador for the school.
* To take an active interest in the wider aspects of school life.
* To promote and model the school’s ethos, aims and high expectations.
* To work effectively with Governors.
* To assume joint responsibility for the school with the Partner Deputy in the absence of the Headteacher. In the absence of the Headteacher and Partner Deputy assume full responsibility for the school.

**Working with Others:**

* To assume the role of Appraiser for teams and individuals as appropriate.
* To take a lead role in behaviour management.
* Maintain broad and balanced knowledge of teaching and learning and disseminate this to other staff.
* To support staff in professional discussions, when required with colleagues, parents or outside agencies.
* Lead professional development of other teachers and support staff.
* Strengthen and develop effective links with parents and the community.
* Take action to build and maintain good teams, working with high expectations of outcomes.
* To develop a positive working partnership which actively nurtures relationships between home and school.
* To support the development of links with the community and with other local cluster settings.
* To liaise and work alongside other relevant agencies.

**Abington Vale Primary School**

**Job Description**

**Deputy Headteacher**

**Behaviour, Inclusion & Quality First Teaching**

**Post Holder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Responsible to:** **Head Teacher**

**Job Purpose**

To provide effective whole school leadership and management, working alongside the Headteacher to drive school improvement with specific responsibility for Inclusion and Behaviour. To lead the day to day running of Stirling/Park Campus. To deputise in the absence of the Headteacher.

# **Role Specific Accountabilities**

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| --- | --- |
| **Teaching, Learning & Assessment** | * To lead the whole school development of Quality First Teaching with the aim that all teaching meets or exceeds teaching standards at Stirling/Park Campus. * To lead the creation and implementation of the Teaching and Learning section of the School Improvement Plan at Stirling/Park Campus. * To lead the development of effective processes for the monitoring and evaluation of the quality of teaching across Stirling/Park Campus. * To provide performance data reports to staff and the Governing Body as required. * To lead PSHE and Inclusion across the whole school. |
| **Behaviour** | * To oversee the whole school’s Inclusion and Behaviour Management approach, providing training and support for staff to ensure consistency of its application. * To ensure that all staff are clear about procedures and reporting for Racist Incidents, Online Safety and bullying concerns and to report these to Governors on a termly basis. * To oversee the whole school’s approach to Anti-Bullying providing support and training to staff around bullying and recording instances where they occur, reporting these to Governors on a termly basis. |
| **Keeping Children Safe and Health and Safety** | * To lead Safeguarding and be Lead DSL and ensure the schools processes for Making Children Safer and the implementation of Thresholds and Pathways is in place. * To monitor the effectiveness of Pastoral Cause for Concerns, CAFs, targeted prevention and Children in Need (CIN) processes. * To ensure that sufficient training around Child Protection and Making Children Safer is delivered as required. * Undertake Safeguarding on behalf of SLT and the Governing Body. * Support the Site Supervisor on matters relating to Health and Safety. * Check the Single Central Register with the Head teacher monthly and ensure it is checked by the Safeguarding Governor as part of the termly visit/meeting. * Train staff to use My Concern consistently. |
| **Training**  **Pupil Premium Lead** | * Provide support, training and guidance for staff regarding PP interventions and support Nurture Team. * To act as Pupil Premium Lead creating a PP Strategy to ensure pupils in receipt of are effectively supported to achieve as well as their peers. * Document what is in place for pupils in receipt of PP in a provision Map or agreed format. * Monitor, evaluate and report to SLT & Governors on the effectiveness of the PP Strategy. * Be a lead contact for PP in NPAT Reviews. * To work with NPAT Inclusion leads to continually develop AVP and NPAT. |
| **Cover** | * To deputise for the Headteacher if required. * To manage the absence of all staff at Stirling/Park Campus. * Reporting absence to the school office. * Covering planned absence. * To manage the staff absence procedures for Stirling/Park Campus including meetings and support for support staff with intermittent or long term absence concerns. |
| **Line Management** | * Teaching and Support Staff across Stirling/Park Campus including the completion of progress meetings and reporting of annual appraisals. * The Inclusion team. |
| **Budget** | * Pupil Premium Strategy. |

# **General Senior Leadership Team Accountabilities**

**Key Qualities:**

* To deal with difficult situations in a calm and effective manner.
* Provide a professional role model for teachers and other aspiring leaders and managers.
* To provide a role model of exemplary practice.

**Supporting the Senior Leadership Team:**

* To work in co-operation and consultation with the Headteacher as a member of the Senior Leadership Team (SLT).
* To attend, prepare for and actively contribute to SLT meetings and conferences.
* To actively contribute to the preparation, implementation and monitoring of the Strategic School Improvement Plan.
* In conjunction with the Headteacher, SLT and Governors, contribute to the school’s processes of self-evaluation and preparation and review of the SEF (Self Evaluation Form).
* Communicate effectively and with professional integrity within and beyond the school community.
* To act as an ambassador for the school.
* To take an active interest in the wider aspects of school life.
* To promote and model the school’s ethos, aims and high expectations.
* To work effectively with Governors.
* To assume joint responsibility for the school with the Partner Deputy in the absence of the Headteacher. In the absence of the Headteacher and Partner Deputy assume full responsibility for the school.

**Working with Others:**

* To assume the role of Appraiser for teams and individuals as appropriate.
* To take a lead role in behaviour management.
* Maintain broad and balanced knowledge of teaching and learning and disseminate this to other staff.
* To support staff in professional discussions, when required with colleagues, parents or outside agencies.
* Lead professional development of other teachers and support staff.
* Strengthen and develop effective links with parents and the community.
* Take action to build and maintain good teams, working with high expectations of outcomes.
* To develop a positive working partnership which actively nurtures relationships between home and school.
* To support the development of links with the community and with other local cluster settings.
* To liaise and work alongside other relevant agencies.

Person Specification: Deputy Headteacher with English Leadership

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| Attribute | Essential | Desirable |
| **Qualifications/Training** | | |
| Education | Qualified teacher status 2.1 degree | A degree or equivalent |
| Professional Development | Evidence of sustained participation in INSET/CPD. | Participation in work with other schools/agencies.  Experience of leading INSET activities for others.  Senior Leadership training or school management programme. |
| **Experience** | | |
| Teaching | At least 5 year’s classroom teaching experience within the primary range.  Experience of curriculum leadership.  English Leadership. | Experience of leading a significant curriculum development to implementation.  Very familiar with planning for teaching and supporting staff to implement Reading and Writing Strategy as a means to raise attainment. |
| Schools | Ability to teach across the primary age range. | Experience of teaching within two schools/settings within the primary age range. |
| Management Responsibility | Experience of middle management as   * Team leader *or* * Core curriculum coordinator *or* * Curriculum coordinator across the primary age range. * Team Leadership. * Delivering high quality CPD. | Successful experience of any of the following:  - performance management.  - involvement in School. Improvement Planning  - staff development /INSET.  - leading staff teams.  - work with outside agencies. |
| Safeguarding | A thorough understanding of how to keep children safe in school. | Experience of being a DSL and/or My Concern. |
| Resources | Experience of co-ordinating and managing staff.  Experience of managing teaching resources. | Experience of appointing and/or inducting staff.  Experience of managing a curriculum budget. |
| **Knowledge and Understanding** | | |
| National Framework | Knowledge and Understanding of the NC for Primary Schools.  OFSTED awareness.  Awareness of current developments in Educational theory and pedagogy and the implications of these.  Understanding of the conduct of performance management. | Recent experience of an OFSTED Inspection and its follow up.  Experience of undertaking staff PM meetings |
| Teaching and Learning | Practical understanding of effective teaching and evaluation strategies.  Ability to act as a positive teaching role model.  Understanding of effective assessment and target setting procedures.  Experience of monitoring and evaluating teaching.  Committed to INCLUSIVE practice. | Experience of implementing strategies to promote personal and social development. |
| Parents and Community | Understanding the role which can be played by parents and the community in raising standards. | Experience of working directly with parents to raise standards and involvement with the local community. |
| Finance |  | To be financially competent and use principles of FMSIS concerning use of school budgets. |
| Governance | Knowledge of the role of Governors. | First-hand experience of work with Governors. |
| **Skills** | | |
| Leadership | Ability to inspire, encourage and command respect.  Able to motivate pupils and staff.  Proven impact of leadership. |  |
| Management | Commitment to create effective team working and a collegiate approach.  Having an understanding of implementing a School Improvement Plan or Action Plan.  To remain calm under pressure and be able to make tough decisions when necessary.  To be able to deputise in the absence of the Head Teacher. |  |
| Relationships | Able to establish and develop good relationships with pupils, staff. Parents , governors and the school’s wider community. | Support for Friends /PTA |
| Interpersonal and communication skills | Ability to communicate effectively in writing and orally.  Able to evaluate own performance and be reflective and proactive.  Good listening skills and ability to empathise.  Able to engage a large group effectively.  Competent in the use of ICT.  Flexible and approachable.  Able to deal sensitively with people and resolve conflicts. |  |
| **Attitudes** | | |
| Education Philosophy | A commitment to raising achievement for all.  An understanding of and commitment to INCLUSION.  A determination to take a lead on school improvement in terms of curriculum, teaching and learning and whole child development.  A desire to allow each child the opportunity to fulfil their potential, both academically and on a personal level. | Experience of working with pupils with SEN and adapting the curriculum or creating individual plans to suit the needs of our pupils so all pupils can succeed and are included. |
| Staff Development | Committed to the development of all staff, teaching and non-teaching. | Experience of leading a staff development programme. |
| Equal Opportunities | Commitment to equality of opportunity.  Commitment to race, gender, disability equality and social inclusion. | Experience working with PP, EAL, SEN or pupils with identified barriers to learning. |

Person Specification: Deputy Headteacher with responsibility for Inclusion and Behaviour

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| Attribute | Essential | Desirable |
| **Qualifications/Training** | | |
| Education | Qualified teacher status 2.1 degree. | A degree or equivalent. |
| Professional Development | Evidence of sustained participation in INSET/CPD. | Participation in work with other schools/agencies.  Experience of leading INSET activities for others.  Senior Leadership training or school management programme  SEN qualification. |
| **Experience** | | |
| Teaching | At least 5 year’s classroom teaching experience within the primary range.  Experience of Behaviour/ Inclusion leadership. | Experience of leading a significant curriculum development to implementation.  Very familiar with behaviour management strategies. |
| Schools | Ability to teach across the primary age range. | Experience of teaching within two schools/settings within the primary age range. |
| Management Responsibility | Experience of middle management as   * Team leader *or* * Core curriculum coordinator. *or* * Curriculum coordinator across the primary age range. * Team Leadership. * Delivering high quality CPD. | Successful experience of any of the following:  - performance management.  - involvement in School. Improvement Planning  - staff development /INSET.  - leading staff teams.  - work with outside agencies. |
| Safeguarding | A thorough understanding of how to keep children safe in school. | Experience of being a DSL.  Experience of My Concern. |
| Resources | Experience of co-ordinating and managing staff.  Experience of managing teaching resources.  Experience of managing Pupil Premium budget. | Experience of appointing and/or inducting staff. |
| **Knowledge and Understanding** | | |
| National Framework | Knowledge and Understanding of the NC for Primary Schools  OFSTED awareness.  Awareness of current developments in Educational theory and pedagogy and the implications of these.  Understanding of the conduct of performance management. | Recent experience of an OFSTED Inspection and its follow up.  Experience of undertaking staff PM meetings. |
| Teaching and Learning | Practical understanding of effective teaching and evaluation strategies.  Ability to act as a positive teaching role model.  Understanding of effective behaviour management techniques.  Experience of monitoring and evaluating teaching.  Committed to INCLUSIVE practice. | Experience of implementing strategies to promote personal and social development. |
| Parents and Community | Understanding the role which can be played by parents and the community in raising standards. | Experience of working directly with parents to raise standards and involvement with the local community. |
| Finance |  | To be financially competent and use principles of FMSIS concerning use of school budgets. |
| Governance | Knowledge of the role of Governors. | First-hand experience of work with Governors. |
| **Skills** | | |
| Leadership | Ability to inspire, encourage and command respect.  Able to motivate pupils and staff.  Proven impact of leadership. |  |
| Management | Commitment to create effective team working and a collegiate approach.  Ability to monitor and evaluate curriculum subject effectiveness.  Having an understanding of implementing a School Improvement Plan or Action Plan.  To remain calm under pressure and be able to make tough decisions when necessary.  To be able to deputise in the absence of the Head Teacher. |  |
| Relationships | Able to establish and develop good relationships with pupils, staff. Parents , governors and the school’s wider community. | Support for Friends /PTA. |
| Interpersonal and communication skills | Ability to communicate effectively in writing and orally.  Able to evaluate own performance and be reflective and proactive.  Good listening skills and ability to empathise.  Able to engage a large group effectively.  Competent in the use of ICT.  Flexible and approachable.  Able to deal sensitively with people and resolve conflicts. |  |
| **Attitudes** | | |
| Education Philosophy | A commitment to raising achievement for all.  An understanding of and commitment to INCLUSION.  A determination to take a lead on school improvement in terms of curriculum, teaching and learning and whole child development.  A desire to allow each child the opportunity to fulfil their potential, both academically and on a personal level. | Experience of working with vulnerable pupils and adapting the curriculum or creating individual plans to suit the needs of our pupils so all pupils can succeed and are included.  Experience of setting up Nurture Provision and an understanding of the role it plays. |
| Staff Development | Committed to the development of all staff, teaching and non-teaching. | Experience of leading a staff development programme. |
| Equal Opportunities | Commitment to equality of opportunity.  Commitment to race, gender, disability equality and social inclusion. | Experience of implementing strategies to promote social inclusion.  Experience working with PP, EAL, SEN or pupils with identified barriers to learning. |

**Statement of Equality**

## Northampton Primary Academy Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills. Applications are invited from all members of the community.

## We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

**Safeguarding**

Nothing is more important than keeping all our children safe, especially the most vulnerable. The NPAT Partnership is fully committed to ensuring that children with SEND, those eligible for Pupil Premium funding and other vulnerable groups are able to achieve as highly as possible.  Schools within the partnership will have the most rigorous and updated procedures and policies which help keep children in our care safe. We will ensure that all vulnerable groups of children achieve highly, when compared to their peers nationally, through the following measures:

* All schools will be subjected to an annual safeguarding audit
* All schools will hold the Inclusion Quality Mark (IQM)
* Behaviour and Safety of children will be outstanding in all our schools

Our Trust policy can be found here:

<https://npatschools.org/index.php/npat-information/safeguarding>

**How to Apply**

To apply for this position, please complete the attached Trust Application Form and submit, together with a letter of application of no more than two sides of A4 supporting your application.

Please return by email to [hr@avps.org.uk](mailto:hr@avps.org.uk)

Closing date: 15th March 2021**.**

We would strongly encourage a visit to our school. Please contact the school office on 01604 635071 or email: [enquiries@avps.org.uk](mailto:enquiries@avps.org.uk) to arrange this.

**GDPR Recruitment Privacy Notice**

Policy Statement

We are Northampton Primary Academy Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an

individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

*Up to and including shortlisting stage:*

* your name and contact details (i.e. address, home and mobile phone numbers, email address);
* details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
* your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
* information regarding your criminal record;
* details of your referees;
* whether you are related to any member of our workforce; and
* details of any support or assistance you may need to assist you at the interview because of a disability.

*Following shortlisting stage, and prior to making a final decision*

* information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;\*
* confirmation of your academic and professional qualifications (including seeing a copy of certificates);\*
* information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;\*
* your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;\*
* medical check to indicate fitness to work;\*
* a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);\*
* if you are a teacher, we will check your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);\* and
* equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (\*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from about during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

* to assess your suitability for the role you are applying for;
* to take steps to enter into a contract with you;
* to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
* so that we are able to monitor applications for posts in the Trust to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail please see our Retention and Destruction Policy.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Julia Kedwards, NPAT Data Protection Officer [dpo@npatschools.org](mailto:dpo@npatschools.org)

