



South Pennine Academies

An excellent education for everyone



APPLICATION PACK

SCITT Secondary Phase Lead
Date: May 2026



South Pennine Academies

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- **Submit your application by Midnight, Sunday 7th June 2026**
- **If you have any queries regarding the application process, please contact our HR on hr@spacademies.org**
- **Interviews: Tuesday 16th June 2026**



WELCOME

Dear Potential Colleague,

Thank you for taking an interest in joining South Pennine Academies. I hope the following pages will give you a flavour of what our Trust has to offer. SPA is a family of 11 school partners; this includes 3 secondary and 8 primary schools located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, which is rated as a 'good' ITT provider by Ofsted.

As a Trust we are ambitious and outward facing. We are committed to providing a high-quality education for our pupils, allowing them to achieve their full potential irrespective of their starting points. Our academies are an integral part of their local communities - and we are passionate about equalizing life chances by eliminating the disadvantaged gap in educational achievement through exceptional pedagogy, enrichment and digital innovation.

In recent years we have focused on our centralisation agenda bringing all HR operations (including payroll), finance, estates and operations under the direct leadership of the Trust. This enables senior leaders to concentrate more on what they know best - learning and teaching - allowing us to bring about greater capacity and efficiency across our schools.

The next stage is to embed our vision of 'an excellent education for everyone' underpinned by our core values.

We are committed to the recruitment, development and retention of high-quality staff, ensuring they have access to excellent professional development opportunities with the aim for SPA to be an employer of choice.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an

integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

Strong collaborative working brings drive, expertise and capacity to all elements of our school improvement work, allowing school to support to flourish. By working together, we provide a high-quality educational experience and give everyone the best possible chance to achieve. Improving the life chances of all our students is central to our vision.

Outstanding learning starts with strong and effective leadership and high performing staff. We are committed to ensuring that we recruit, develop and retain high quality staff, ensuring all have access to excellent professional development opportunities. We always aim to be an employer of choice.

We are looking for a passionate, energetic and dedicated candidate with a strong character and someone who has the ability to motivate and inspire young people, to achieve their full potential. Most importantly, we are keen to hear from candidates that are driven by a strong sense of purpose and their genuine ambition to help the academy improve standards even further.

If this is a position that appeals to you, and you have the passion to make a positive impact, then we would very much like to hear from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at HR@spacademies.org or call 01484 503110.

We also invite you to visit our website www.southpennineacademies.org to learn more about the Trust.

Yours sincerely
Alison Black
Chief Executive Officer



ABOUT SOUTH PENNINE ACADEMIES

OUR VISION AND VALUES

- Develop a group of closely partnered academies
- Ensure all academies are world class Centre's of Excellence for Teaching and Learning
- Ensure the Trust plays a pivotal role in improving the life chances of students
- Develop local solutions and partnerships to meet local needs
- Promote school improvement with inclusion and diversity at its core



South Pennine Academies believes in school improvement through a partnership model. This brings drive, expertise and capacity to the school improvement agenda. We recognize and encourage each academy's unique characteristics and ethos, reinforcing their individual identities within their respective communities.

WHY JOIN US

- **Partnerships:** The Trust is committed to developing partnerships with our academies, the communities we serve and external organisations.
- **Family of schools:** Each SPA school is unique and serves a distinct community, which is central to our approach to school improvement.
- **Collaboration:** We promote strong collaboration to bring drive, expertise and capacity to the Trust which allows our academies to flourish.
- **Ambition:** We are committed to providing the very best educational experience for our pupils to succeed and achieve.
- **Inclusion:** we place inclusion at the heart of everything we do as we are committed and passionate about making a positive impact on the communities we serve.
- **Strong culture:** We have established a positive school culture focused on integrity, ambition and inclusion.



How to Apply

Thank you for taking time to read about the Trust. If you wish to apply you should:

- Complete the application form fully, via My New Term www.mynewterm.com ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employer in the last two years (with professional email addresses if possible).
- Do not enclose additional CVs.
- Ensure you complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. The appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



JOB DESCRIPTION

SCITT Secondary Phase Lead

Reporting to:	Head of Early Teacher Development
Salary:	L5 – L9 (£58,836 - £64,946 FTE) (£23,534 - £25,978 Actual Salary)
Term:	Fixed-Term for 12 months. 2 days a week (Tuesday is a fixed day, second day to be agreed.)
Location:	South Pennine Academies, Huddersfield Horizon SCITT, Elland

About Us

Huddersfield Horizon SCITT is a high-performing and well-established School-Centred Initial Teacher Training provider committed to training outstanding secondary school teachers. Our partnership of schools is passionate about nurturing the next generation of educators through rigorous training, high-quality mentoring, and a collaborative professional environment.

Role Overview

We are seeking a dynamic and highly effective educator to lead the Secondary Phase of our SCITT programme. The successful candidate will demonstrate a strong and sustained track record of impact in secondary education and teacher development.

They will contribute to the strategic leadership of the Secondary Phase, with a clear focus on securing consistently high-quality outcomes for trainees. The postholder will play a central role in the operational delivery, quality assurance, and continuous improvement of the secondary initial teacher training provision, ensuring it is ambitious, coherent, and grounded in evidence-informed practice.

This is a part-time leadership role (0.4 FTE). Responsibilities will be prioritised in line with the agreed working pattern and in consultation with the Head of Early Teacher Development. The postholder will focus on the highest-leverage aspects of secondary phase leadership, ensuring that time is directed towards areas of greatest impact on trainee development and programme quality.

The postholder will consistently demonstrate and model high-quality, evidence-informed pedagogy. They will ensure that trainees are explicitly shown how to translate theory into practice, developing secure, confident, and effective classroom practitioners who can apply their learning with precision and consistency across a range of contexts.

KEY RESPONSIBILITIES

Leadership and Management

- Contribute to the strategic leadership for the Secondary Phase of the SCITT programme, working in partnership with the Head of Early Teacher Development and wider team.

- Provide operational leadership of the Secondary Phase, ensuring smooth delivery and consistency across the training experience.
- Manage trainee satisfaction and retention, leading on individual progress alerts, reasonable adjustments, and the resolution of escalated trainee issues in collaboration with stakeholders.
- Support Huddersfield Horizon SCITT in the recruitment and selection of train-to-teach candidates.
- Contribute to the development, training, briefing, and support of mentors and tutors to ensure effective delivery and trainee progression.
- Support mentors and tutors to develop their own pedagogical expertise, including modelling effective practice and approaches to instructional coaching

Programme Design and Delivery

- Contribute to existing long-term ITT curriculum plans and ensure coherence with national expectations.
- Develop and enhance the ITT secondary curriculum in line with the DfE's ITTEC Framework and ITT Quality Requirements.
- Design phase and subject-specific training resources, including the development and delivery of Intensive Training and Practice (ITaP) activities for the Secondary Phase.
- Ensure programme content, delivery methods, and resources are current, future-facing, and aligned with workplace demands and evolving curriculum and pedagogical best practice.
- Model and exemplify high-quality, evidence-informed teaching strategies during training sessions, supporting trainees and mentors to translate theory into effective classroom practice
- Facilitate elements of the SCITT-Based Training Programme, ensuring it is fresh, relevant, and underpinned by national contexts and robust evidence bases.

Partnership Development

- Build and maintain strong relationships with partner secondary schools to ensure consistent, high-quality training experiences.
- Coordinate trainee placements and ensure robust mentoring provision.
- Contribute to weekly communications and bulletins for trainees, mentors, and tutors to provide programme updates, support, and guidance on assessment requirements.
- Represent Huddersfield Horizon SCITT in external partnership events and networks.
- Promote a shared understanding of effective pedagogy across partner schools, modelling best practice where appropriate

Quality Assurance and Compliance

- Work alongside the Quality Assurance Committee to regularly review and evaluate the quality and impact of the programme.
- Contribute to quality assurance procedures to ensure compliance with statutory guidance and Ofsted expectations.
- Support self-evaluation processes, data analysis, and development planning to drive continuous improvement.

The duties of the post will be fulfilled within the agreed working pattern, with priorities reviewed regularly to reflect the part-time nature of the role or as required by the Head of Early Teacher Development without changing their general character or level of

responsibility entailed.

Safeguarding Statement

South Pennine Academies and Huddersfield Horizon SCITT are committed to safeguarding and promoting the welfare of children and young people and expects all staff, trainees, and volunteers to share this commitment. The Secondary Phase Lead will play a key role in upholding a strong safeguarding culture across the partnership, ensuring that trainee teachers understand and consistently apply national safeguarding guidance, including *Keeping Children Safe in Education*. The postholder will model best practice in safeguarding, contribute to the development of trainees' knowledge and confidence in this area, and ensure that safeguarding considerations are embedded within all aspects of the training programme. They will work in close collaboration with partner schools to promote safe learning environments and respond appropriately to any safeguarding concerns in line with established policies and procedures.

This role is subject to an enhanced Disclosure and Barring Service (DBS) check, satisfactory references, and all relevant pre-employment checks.

Equal Opportunities Statement

South Pennine Academies and Huddersfield Horizon SCITT are committed to promoting equality, diversity, and inclusion in all aspects of its work. We believe that a diverse workforce enhances the quality of our training and better reflects the communities we serve.

We welcome applications from individuals of all backgrounds and are committed to ensuring that all candidates are treated fairly and without discrimination on the basis of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

The Partnership is dedicated to creating an inclusive environment where all staff, trainees, and partners feel valued, respected, and supported to achieve their full potential. We are committed to making reasonable adjustments throughout the recruitment process and in the workplace to ensure accessibility for all.

Expectation of Occasional Flexibility

This is a part-time role (0.4 FTE), and duties will normally be carried out within the agreed working pattern. However, due to the nature of the SCITT programme and partnership work, there may be an expectation of occasional flexibility to support key events, training days, recruitment activity, or quality assurance processes that fall outside the postholder's usual working days.

Such instances will be planned in advance wherever possible and agreed with the Head of Early Teacher Development. Time worked beyond the normal working pattern will be managed flexibly and in line with the needs of the role and the wellbeing of the postholder.

PERSON SPECIFICATION

E = Essential
D = Desirable

A = Application Stage
I = Interview and Assessment stage
R = References

Qualifications

Qualified Teacher Status (QTS)	E	A
Degree or equivalent qualification	E	A
Evidence of relevant and sustained professional development	E	A/I
Postgraduate qualification in education or leadership (e.g. NPQSL/NPQLTD/NPQH or equivalent)	D	A
Mentoring or coaching accreditation	D	A/I

Experience

Significant and successful teaching experience in a secondary school setting	E	A/I/R
Experience of contributing to leadership at subject, phase, or whole-school level	E	A/I/R
Experience of supporting, mentoring, or developing Initial teacher Trainees, Early Career Teachers, or staff	E	A/I/R
Experience of working with a range of stakeholders (e.g. schools, colleagues, external partners)	E	A/I
Experience of using data to monitor progress and inform improvement	E	A/I
Experience working in Initial Teacher Training (ITT), SCITT, or teacher development programmes	D	A/I
Experience of designing and delivering professional development or training	D	A/I
Experience of contributing to quality assurance, self-evaluation, or inspection preparation	D	A/I

Knowledge & Understanding

Secure understanding of effective teaching and learning in secondary education	E	A/I/R
Strong knowledge of pedagogy and how pupils learn, with the ability to model effective, evidence-informed teaching practice to trainees and mentors	E	A/I
Ability to articulate and exemplify high-quality pedagogical approaches, including adaptive teaching, sequencing, and responsive practice	E	A/I
Strong knowledge of current educational research and evidence-informed practice	E	A/I/R
Understanding of the ITTECF and early career development pathways	E	A/I
Knowledge of safeguarding requirements and <i>Keeping Children Safe in Education</i>	E	A/I
Understanding of equality, diversity, and inclusion in education	E	A/I
Knowledge of Ofsted expectations relating to Initial Teacher Education (ITE)	D	A/I
Understanding of curriculum design principles and sequencing in ITT	D	A/I

Skills & Abilities

Strong leadership and interpersonal skills, with the ability to influence and collaborate effectively	E	A/I
Excellent communication skills (written and verbal), including delivering training and facilitating groups	E	A/I
Ability to prioritise effectively and work strategically within a part-time (0.4 FTE) role	E	A/I
Ability to analyse information and use it to drive improvement	E	A/I
Strong organisational skills with attention to detail and ability to meet deadlines	E	A/I
Ability to build and sustain effective partnerships with schools	E	A/I
Ability to design high-quality training materials and programmes	E	A/I
Skilled in coaching and developmental feedback	D	A/I

Personal Qualities

Commitment to safeguarding and promoting the welfare of young people	E	A/I
Commitment to equality, diversity, and inclusion	E	A/I
High levels of professionalism, integrity, and confidentiality	E	I/R
Reflective practitioner with a commitment to continuous improvement	E	A/I/R
Resilient, adaptable, and solutions-focused	E	A/I/R
Passion for teacher development and improving outcomes for trainees and pupils	E	I

Other Requirements

Willingness to travel to training venues and partner schools as required	E	I
Ability to work flexibly on occasion to support key SCITT events and priorities	E	I
Commitment to undertake safer recruitment checks, including enhanced DBS clearance	E	I



SAFEGUARDING NOTICE

Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts' responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



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The Gateway,
Lowfield's Business Park, Lowfield's Close, Elland, HX5 9DX
Telephone: 01484 503110, Email: office@spacademies.org
Website: www.southpennineacademies.org



PARTNERS OF THE SPA TRUST

South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated a good ITT provider by Ofsted.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider – Health Assured, staff can access a number of generous wellbeing benefits including physiotherapy, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Free eye test vouchers** – All employees can request a Specsavers voucher from the Trust. This gives them a free eye test and up to £49 off glasses for VDU purposes only.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies.
- **Flexible Days** – Our Trust is trialling a Scheme which allows all staff up to 2 days paid time off during term time for life events.

OUR ACADEMY PARTNERS & SCITT



Joined on:
17th August 2011



Joined on:
1st November 2015



Joined on:
1st September 2016



Joined on:
1st September 2016



Joined on:
1st September 2016



Joined on:
1st March 2017



Joined on:
1st September 2017



Joined on:
1st March 2018



Joined on:
1st September 2018



Joined on:
1st October 2018



Joined on:
1st February 2020



Joined on:
1st February 2021