



# Teacher (SEMH ARP) Candidate Pack

Location: Billingham, Stockton-on-Tees

Start date: As soon as possible





# A message from our Chair of Directors

Dear prospective applicants,

Thank you for taking the time to look at, and consider, applying to Pentland Primary School, part of One Excellence Multi Academy Trust.

I am proud to be the Chair of Directors of this inclusive, thriving school, where children are put at the forefront of every decision. Our strong team of leaders ensure that the school provides for children's individual needs as well as developing a robust team of teachers and support staff who are highly trained. Pentland staff strive for an outstanding level of education every day, ensuring our pupils academic and pastoral needs are met.

I strongly encourage a visit to our wonderful school so that you can get a feel of the work that is undertaken daily. If you have any questions or queries, please do not hesitate to contact the school, or a member of the school team who will do everything they can to help.

Tom Cunningham



# Our Trust

Since its formation in 2017 One Excellence Trust has grown to include four primary schools, all with thriving nurseries, providing education and opportunities for 1,050 students. As part of our Trust we incorporate one of the 36 DfE English Hubs and two EMS bases (one for communication and interactions and one for SEMH) and a community nurture hub. We pride ourselves on transforming education locally and regionally, with our schools and nurseries being at the heart of their local communities and are determined to raise standards of educational achievement to the very highest levels.

All of our schools are an integral part of their local communities and have a strong sense of identity. We value the contribution each of our communities make and the distinctive opportunities and diversity they offer to the Trust. Working in collaboration, we offer exceptional learning experiences to all of our children, so the children benefit from the strength that being part of the extended One Excellence family brings.

Our vision is to be an ambitious, inclusive, collaborative family of schools, ensuring excellence in education whilst celebrating individuality. We are passionate that as a family of schools we can provide a much better standard of education than working on our own. We know we improve more rapidly as a group of schools in a Trust than if we were a school on our own in an isolated position. This rapid improvement is not achieved at the expense of any school losing its own unique identity or its position within its community. Our academies have no motivation to all be the same. They are different in accomplishments and context but we share the same values and vision for our staff and students. Each academy is a driving force in its own right. By working collaboratively we've been able to create an effective and efficient organisation and business model that allows school leaders and teachers to focus all their attention on their pupils. We work together in a supportive network to evaluate, challenge and improve practice inside and outside of the classroom. We want our students to grow into fully equipped individuals who make meaningful contributions to society and our staff to reach their full professional potential.

We live in a world that requires our children to be prepared to think both critically and creatively, solve complex problems and to communicate well. Mastery of the basics: reading, writing and maths is our core purpose and this sits equal to ensuring our children have access to a high quality non-cognitive skills curriculum ensuring well-developed social and emotional skills.

You can find out more about our Trust by visiting <https://www.oneexcellence.co.uk/>





# About Our School

Pentland Primary School strives itself on being at the heart of Billingham. We work closely with our community to ensure that we meet the needs of our families along with a dedication to provide the best for every child. We know that working closely with our parents and community will ensure that every child can reach their full potential. Every child, regardless of their starting point in life, deserves this. Our Pentland values (Hardworking, Confidence, Resilience, Independence and Kindness) ensure that our children learn vital skills to help them achieve whatever they put their mind to.

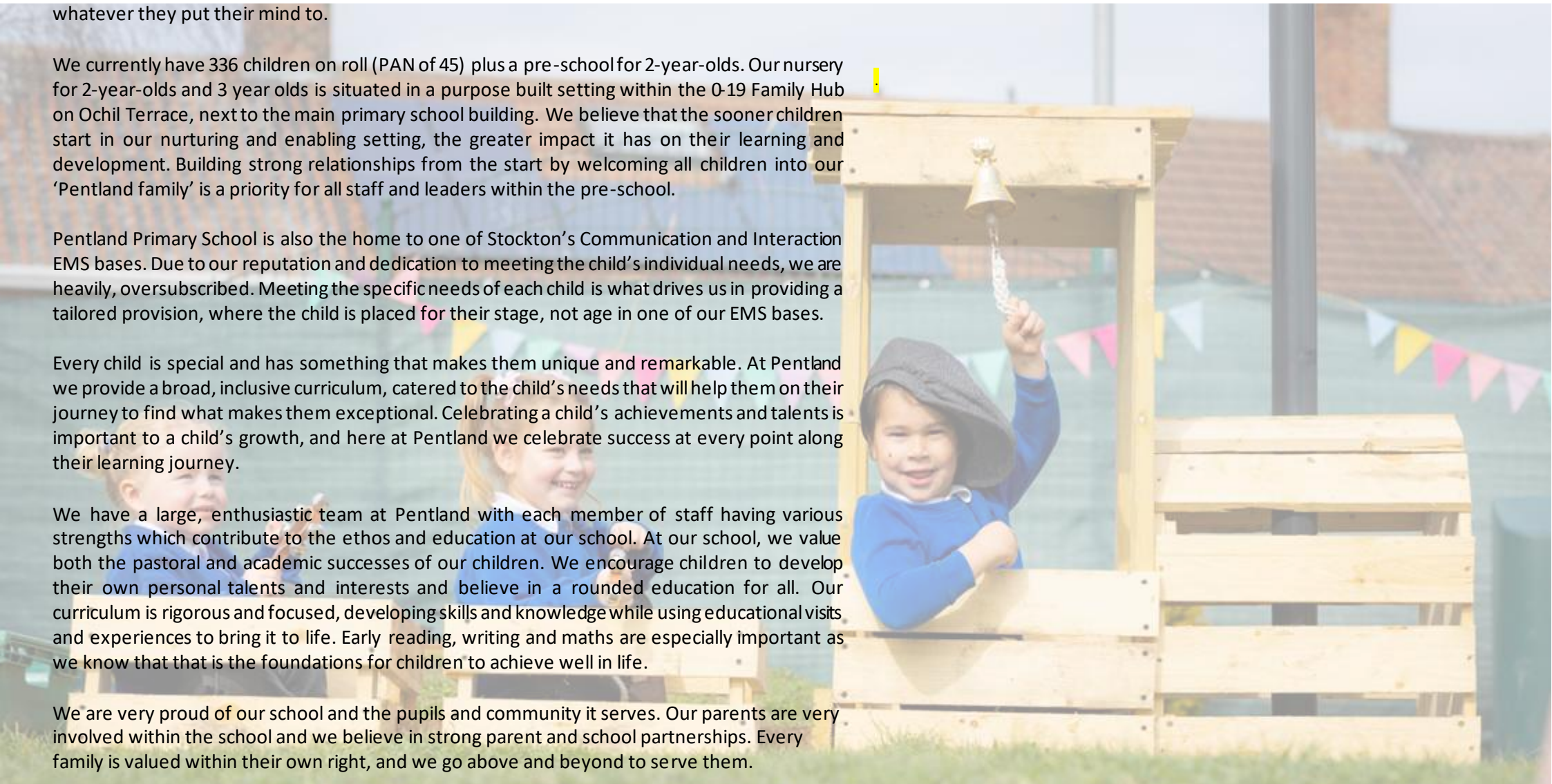
We currently have 336 children on roll (PAN of 45) plus a pre-school for 2-year-olds. Our nursery for 2-year-olds and 3 year olds is situated in a purpose built setting within the 0-19 Family Hub on Ochil Terrace, next to the main primary school building. We believe that the sooner children start in our nurturing and enabling setting, the greater impact it has on their learning and development. Building strong relationships from the start by welcoming all children into our 'Pentland family' is a priority for all staff and leaders within the pre-school.

Pentland Primary School is also the home to one of Stockton's Communication and Interaction EMS bases. Due to our reputation and dedication to meeting the child's individual needs, we are heavily, oversubscribed. Meeting the specific needs of each child is what drives us in providing a tailored provision, where the child is placed for their stage, not age in one of our EMS bases.

Every child is special and has something that makes them unique and remarkable. At Pentland we provide a broad, inclusive curriculum, catered to the child's needs that will help them on their journey to find what makes them exceptional. Celebrating a child's achievements and talents is important to a child's growth, and here at Pentland we celebrate success at every point along their learning journey.

We have a large, enthusiastic team at Pentland with each member of staff having various strengths which contribute to the ethos and education at our school. At our school, we value both the pastoral and academic successes of our children. We encourage children to develop their own personal talents and interests and believe in a rounded education for all. Our curriculum is rigorous and focused, developing skills and knowledge while using educational visits and experiences to bring it to life. Early reading, writing and maths are especially important as we know that that is the foundations for children to achieve well in life.

We are very proud of our school and the pupils and community it serves. Our parents are very involved within the school and we believe in strong parent and school partnerships. Every family is valued within their own right, and we go above and beyond to serve them.



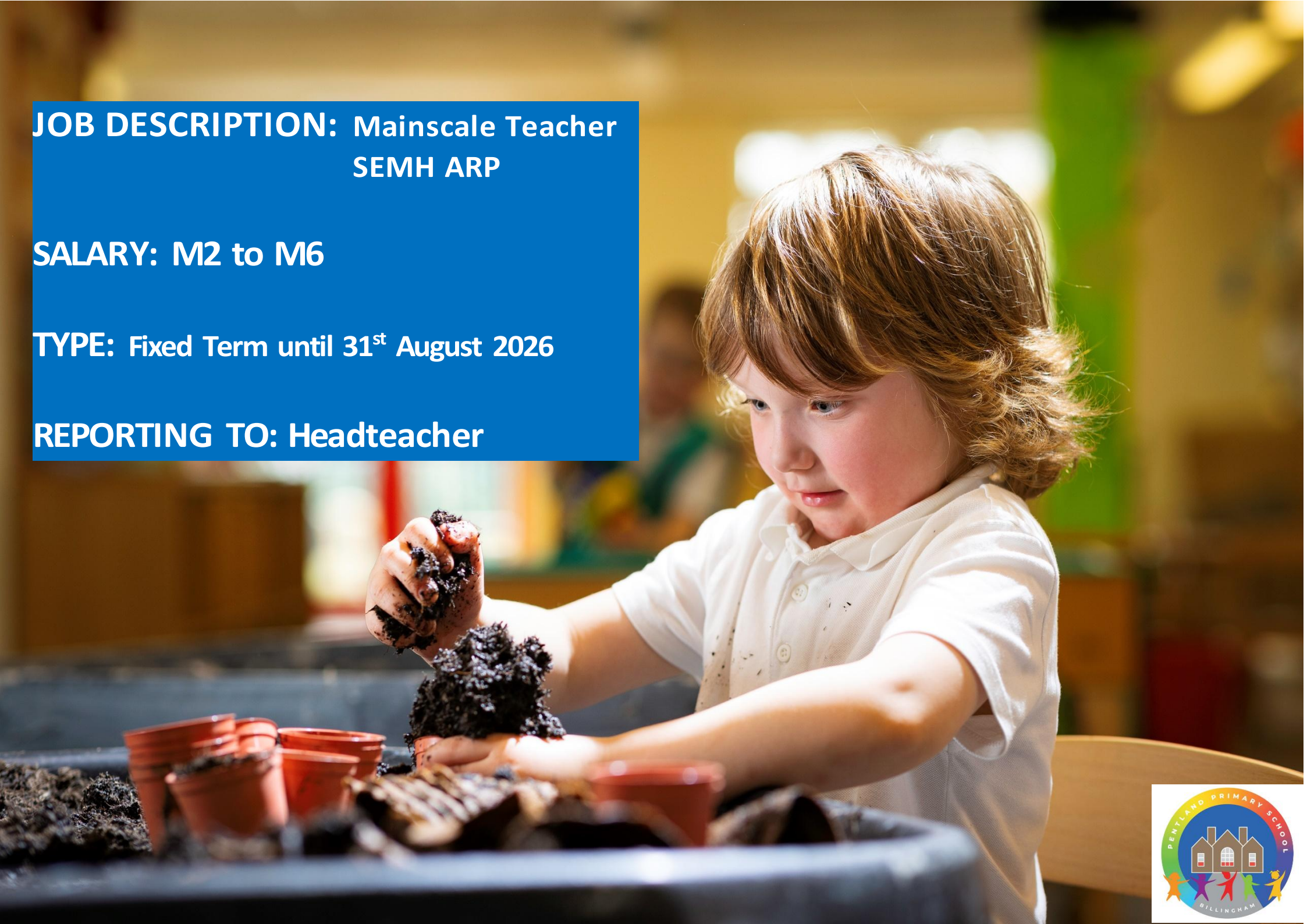


**JOB DESCRIPTION:** Mainscale Teacher  
SEMH ARP

**SALARY:** M2 to M6

**TYPE:** Fixed Term until 31<sup>st</sup> August 2026

**REPORTING TO:** Headteacher



### Core Purpose

- Carry out the professional duties of a school teacher, taking responsibility for the educational welfare of pupils in accordance with the requirements of Conditions and Employment, and in accordance with the expectations of the Teacher Standards.
- To ensure that pupils attain the highest possible standards in all aspects of school life.
- To ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in pupil's learning.
- To demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers.
- Undertake any other duties as may be reasonably assigned to you, as directed by the Headteacher

### Core Qualities

The successful candidate will:

- Be an excellent practitioner, who is able to communicate a passion for teaching and learning
- Have a secure knowledge of the relevant curriculum and be able to use this to raise standards
- Demonstrate excellent knowledge and understanding of effective practice
- Be committed to their own professional development and keen to be challenged to become the best they can be
- Champion the ethos, vision and values of the school and Trust at all times
- Have the ability and willingness to be flexible to meet the needs of the children
- Have high expectations and be able to demonstrate excellent classroom pedagogy
- Be able to demonstrate high expectations of positive behaviour for learning
- Work collaboratively with a committed team of staff and governors, parents/carers and the wider community
- Have a desire to be involved in all aspects of school life, being willing to go the extra mile for the benefit of our children and the community
- Have the capacity to inspire, enthuse, engage, and motivate children to be the best they can be

### Qualification, knowledge and skills

- A degree and post graduate teaching qualification
- Sound knowledge of effective Quality First Teaching and intervention strategies
- An understanding of Thrive/trauma informed training
- Ability to plan and prioritise, and complete tasks efficiently and promptly
- Ability to communicate effectively, verbally and in writing
- A thorough understanding of safeguarding through suitable training

### Additional requirements

- Continuously develop own professional practice and keep up to date with all relevant policy developments.
- Contribute to the wider work of the Trust, its schools and its communities through partnership working, sharing of expertise and knowledge.
- Exercise a commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Carry out any such duties as may be reasonably required by the Headteacher.

### Special Considerations

- You may be required to travel across Trust schools.

## Specific Responsibilities

### The post holder will need (to):

#### Generic Responsibilities:

- To work consistently to uphold the Trust and school's vision and values statement
- To follow all school policies and procedures
- To work in a co-operative, positive and polite manner with all stakeholders
- To work with pupils in a courteous, positive, caring and responsible manner at all times
- To work with visitors in such a way that it enhances the reputation of the Trust and school
- To take an active and positive role in the school's commitment to the development of staff
- To seek to improve the quality of the school's overall service
- To follow the child protection procedures and ensure that pupils' safety and well-being is never compromised
- To present oneself in a professional way that is consistent with the values and high expectations of the school.

#### Specific Responsibilities:

##### Teaching:

- Set high expectations which inspire, motivate and challenge pupils
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect
- Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### Pupil progress:

- Promote good progress and outcomes by pupils
- Ensure pupils make the expected rate of progress
- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work.

##### Subject and curriculum knowledge and pedagogy:

- Demonstrate good subject and curriculum knowledge
- Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects and address misunderstandings
- Demonstrate a critical understanding of developments in the subjects and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for the promotion of high standards of literacy, articulacy and the correct use of standard English
- Demonstrate a clear understanding of systematic synthetic phonics
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics.

##### Effective classroom practice:

- Plan and teach well-structured lessons
- Ensure all teaching is good
- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum.

##### Diversity and special needs: meeting the needs of all pupils:

- Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **Assessment for learning:**

- Make accurate and productive use of assessment
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.

#### **Managing behaviour:**

- Manage behaviour effectively to ensure a good and safe learning environment
- Ensure the school's clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's discipline policy
- Have high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage the class effectively, using approaches which are appropriate to the policy or to the pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### **The wider professional role of the teacher:**

- Fulfil wider professional responsibilities
- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being.

**The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.**

#### **Health and Safety**

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly and defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

#### **Appraisal**

All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.



**Confidentiality**

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets.

**Induction**

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

**Safeguarding:**

One Excellence has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

**Equality and diversity:**

One Excellence is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Partnership's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors to One Excellence and the schools within it, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

References will be requested prior to interview,

**DBS:**

One Excellence is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

**Pre-occupational health:**

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.





## Person Specification

Shortlisting is a 2-stage process

Applications are initially assessed against the following criteria:

1. Overall presentation and completeness of application
2. Use of standard English
3. Grammatical accuracy Applications that meet the initial criteria will be shortlisted against the Person Specification

**The following Experiences /Qualifications/ Skills are essential (E) / Desirable (D)**

Qualifications, Knowledge and Skills	E	D
A degree and post graduate teaching qualification	✓	
Sound knowledge of effective Quality First Teaching and intervention strategies	✓	
Ability to plan and prioritise, and complete tasks efficiently and promptly	✓	
Ability to communicate effectively, verbally and in writing	✓	
A thorough understanding of safeguarding through suitable training	✓	
Experience of teaching mixed aged classes		✓
Evidence of Continuing and recent professional development		✓

Qualifications, Knowledge and Skills	E	D
Be an excellent practitioner, who is able to communicate a passion for teaching and learning	✓	
Have a secure knowledge of the relevant curriculum and be able to use this to raise standards	✓	
Teaching Experience in more than one setting		✓
Demonstrate excellent knowledge and understanding of effective practice	✓	
Be committed to their own professional development and keen to be challenged to become the best they can be	✓	
Champion the ethos, vision and values of the school and Trust at all times	✓	
Have the ability and willingness to be flexible to meet the needs of the children	✓	
Have high expectations and be able to demonstrate excellent classroom pedagogy	✓	
Be able to demonstrate high expectations of positive behaviour for learning	✓	
Work collaboratively with a committed team of staff and governors, parents/carers and the wider community	✓	
Have a desire to be involved in all aspects of school life, being willing to go the extra mile for the benefit of our children and the community	✓	
Have the capacity to inspire, enthuse, engage, and motivate children to be the best they can be	✓	

Have received Thrive/Trauma informed training		✓
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Generic Responsibilities	E	D
To work consistently to uphold the Trust and school's vision and values statement	✓	
To follow all school policies and procedures	✓	
Experience of working and developing links with the community		✓
To work in a co-operative, positive and polite manner with all stakeholders	✓	
To work with pupils in a courteous, positive, caring and responsible manner at all times	✓	
To work with visitors in such a way that it enhances the reputation of the Trust and school	✓	
To take an active and positive role in the school's commitment to the development of staff	✓	
To seek to improve the quality of the school's overall service	✓	
To follow the child protection procedures and ensure that pupils' safety and well-being is never compromised	✓	
To present oneself in a professional way that is consistent with the values and high expectations of the school.	✓	

Teaching	E	D
Set high expectations which inspire, motivate and challenge pupils	✓	
Establish a safe and stimulating learning environment for pupils, rooted in mutual respect	✓	
Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions	✓	
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	✓	

Pupil Progress	E	D
Promote good progress and outcomes by pupils	✓	
Ensure pupils make the expected rate of progress	✓	
Be accountable for pupils' attainment, progress and outcomes	✓	
Plan teaching to build on pupils' capabilities and prior knowledge	✓	
Guide pupils to reflect on the progress they have made and their emerging needs	✓	
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching	✓	
Encourage pupils to take a responsible and conscientious attitude to their own work.	✓	
Set high expectations which inspire, motivate and challenge pupils	✓	
Establish a safe and stimulating learning environment for pupils, rooted in mutual respect	✓	
Set targets that stretch and challenge pupils of all backgrounds, abilities and dispositions	✓	
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	✓	

Subject and Curriculum Knowledge and Pedagogy	E	D
Demonstrate good subject and curriculum knowledge	✓	



Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils' interest in the subjects and address misunderstandings	✓	
Demonstrate a critical understanding of developments in the subjects and curriculum areas and promote the value of scholarship	✓	
Demonstrate an understanding of and take responsibility for the promotion of high standards of literacy, articulacy and the correct use of standard English	✓	
Demonstrate a clear understanding of systematic synthetic phonics	✓	
Demonstrate a clear understanding of appropriate teaching strategies for mathematics.	✓	
In depth knowledge of experience of managing or leading a core subject / other area		

Effective Classroom Practice	E	D
Plan and teach well-structured lessons	✓	
Ensure all teaching is good	✓	
Impart knowledge and develop understanding through effective use of lesson time	✓	
Promote a love of learning and children's intellectual curiosity	✓	
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired	✓	
Reflect systematically on the effectiveness of lessons and approaches to teaching	✓	
Contribute to the design and provision of an engaging curriculum.	✓	

Diversity and special needs: meeting the needs of all pupils	E	D
Adapt teaching to respond to the strengths and needs of all pupils	✓	
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively	✓	
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	✓	
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development	✓	
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	✓	

Assessment for Learning	E	D
Make accurate and productive use of assessment	✓	
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	✓	
Make use of formative and summative assessment to secure pupils' progress		✓
Use relevant data to monitor progress, set targets, and plan subsequent lessons	✓	
Give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.	✓	
Make accurate and productive use of assessment	✓	
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements	✓	
Make use of formative and summative assessment to secure pupils' progress	✓	
Use relevant data to monitor progress, set targets, and plan subsequent lessons	✓	
Give pupils regular feedback, both orally and through accurate and frequent marking, and encourage pupils to respond to the feedback.	✓	

Make accurate and productive use of assessment	✓	
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Managing Behaviour	E	D
Manage behaviour effectively to ensure a good and safe learning environment	✓	
Ensure the school's clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour both in the classroom and around the school, in accordance with the school's discipline policy	✓	
Have high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly	✓	
Manage the class effectively, using approaches which are appropriate to the policy or to the pupils' needs in order to involve and motivate them	✓	
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	✓	

The wider professional role of the teacher	E	D
Fulfil wider professional responsibilities	✓	
Make a positive contribution to the wider life and ethos of the school	✓	
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support	✓	
Deploy support staff effectively	✓	
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues	✓	
Communicate effectively with parents with regard to pupils' achievements and well-being.	✓	
Contribute to the Schools extended school agenda		✓



**Person Specification – candidates will be selected based on expectations of experience of the below.**

<b>Qualifications and Training</b>	<b>E</b>	<b>D</b>
Qualified teacher status	✓	
Good honours degree	✓	
NPQH Award or working towards		✓
Further professional qualifications		✓

<b>School Culture and Behaviour</b>	<b>E</b>	<b>D</b>
Uphold a culture where children experience a positive and enriching school life	✓	
Uphold and expect ambitious educational standards in order to prepare children from all backgrounds for their next phase of education and life	✓	
Ensure a culture of staff professionalism	✓	
Encourage high standards of behaviour from children, built on rules and routines that are understood by staff and children, and clearly demonstrated by all adults in school	✓	
Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy • Value a culture of staff support, development and well-being	✓	

<b>Strategic Direction and School Improvement</b>	<b>E</b>	<b>D</b>
To lead on establishing and driving the ethos, vision and values of the school, ensuring they equally reflect those of the One Excellence Trust.	✓	
To be responsible for the organisation, management and conduct of the school in accordance with the Trust's Articles of Association and policies and in consultation with the Governing Body and its scheme of delegation.	✓	
To work with staff, governors, parents/carers, One Excellence networks and wider good practice to build on the strong foundations that are in place in order to maintain and further improve all aspects of the school's standards and quality.	✓	
To ensure equality, safety and respect is central to the aims and ethos of the school and these will be reflected in all aspects of the work of the Headteacher.	✓	
To ensure that current legal requirements, local and national policies and guidance on safeguarding and the promotion of the wellbeing of children and young people are fully met.		✓
Drawing on experience and best practice, work together with the Local Board, Directors and CEO to build a strong strategic direction and on-going school development plan.	✓	
Maintain and further develop the school's ethos and provide educational vision and direction for the school which secures: <ul style="list-style-type: none"> <li>o Effective teaching</li> <li>o Successful learning and outstanding pupil achievement</li> <li>o Sustainable high standards in pupil's spiritual, moral, cultural, social and physical development, preparing them for life's opportunities and experiences.</li> </ul>	✓	
Implement the school's development plan, including school Improvement, business and finance: <ul style="list-style-type: none"> <li>o Identifies priorities and targets that supports high standards enabling pupils to make progress and maximise achievement</li> <li>o Supports continuous improvement in teachers' effectiveness and secures continuing school improvement</li> <li>o Is underpinned by sound financial planning and business processes and systems, as set by the Chief Finance Officer.</li> </ul>		✓

Ensure all those involved in the school are committed to its aims, are motivated to achieve them and involved in setting and meeting the long, medium and short term objectives and targets which will secure the educational success of the school.		✓
Ensure the management, finances, organisation and administration of the school support its vision and aims assisted by the Chief Finance Officer.		✓
Ensure policies and practices take account of national, local and school data and inspection and research findings and reflect best practice.	✓	
Monitor, evaluate and review the effects of the school's policies, priorities and targets and take action as necessary.	✓	
Ensure that the school plays an active role in the development of the trust, supporting the ongoing growth and impact of its organisations.		✓
Ensure the ethos, vision, values and principles of the trust are reflected in those of the school.		✓

Accountability	E	D
Provide information, objective advice and support to the Governing Body in meeting its responsibilities for securing effective teaching and learning, and the highest standards of achievement, efficiency and value for money.		✓
Ensure the school operates as an organisation in which all staff recognise that they are accountable for its success and are clear as to how they contribute to this.	✓	
Present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including the Governing Body, pupils, parents/carers, and external organisation such as OFSTED.		✓
Ensure pupils and parents/carers are well informed about the curriculum, attainment and progress and about the contribution they make to the school's achievements.	✓	
Ensure accurate and up-to-date records are compiled, maintained and audited to satisfy legal, operational and strategic governance requirements including those relating to safeguarding.	✓	
Ensure equality of opportunity for all.	✓	
The post holder must carry out his/her duties with full regard to the Trust's Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.		✓

Teaching, Curriculum and Assessment	E	D
Create and maintain an environment which promotes and secures outstanding teaching, effective learning, and high standards of achievement, behaviour and a passion for learning.	✓	
Continuously develop and sustain high-quality teaching across all subjects and phases, based on evidence <ul style="list-style-type: none"> <li>○ Ensure teaching is underpinned by good subject knowledge following a focused and enriched curriculum</li> <li>○ Effectively use assessment, data and evidence to inform strategy and decisions</li> <li>○ Ensure the teaching of a broad, structured and coherent curriculum</li> <li>○ Continuously develop curriculum leadership, including subject leaders with relevant expertise and access to CPD, professional networks and communities</li> <li>○ Use valid, reliable and proportionate approaches to assessing children's knowledge and understanding of the curriculum</li> <li>○ Ensure the use of evidence-informed approaches to all subjects</li> </ul>	✓	
Ensure a comprehensive programme of monitoring is in place and evaluate the quality of teaching and standards of learning and achievement of all pupils across the school, including those with special needs or identified as a priority area for the region, in order to set and meet challenging, realistic targets for achievement.	✓	
To be forward facing and work with external agencies and advisors to obtain the best and most appropriate advice on which to work with our children	✓	

Work in partnership with the Trust Board, CEO, Local Board and Senior Leadership Team to sustain effective teaching and learning throughout the school as well as to organise and implement the curriculum and its assessment; routinely monitoring and evaluating in order to identify and share good practice and act on areas for improvement	✓	
Develop and maintain effective links with the wider educational and local community, including business and industry, to extend the curriculum and enhance teaching and learning.	✓	
Maintain and further develop the school's effective partnership with parents/carers and the wider community to support and improve pupil's achievement, personal development and the closing of attainment gaps in specific groups.	✓	
Use benchmarks and evidence based best practice to set targets for service delivery and improvement, supported by the Chief Finance Officer	✓	

Leadership	E	D
Maximise the contribution of staff to improving the quality of education provided and standards achieved and ensure effective working relationships are in place throughout the school.	✓	
Plan, allocate, support and evaluate the work of teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.	✓	
Implement and sustain effective systems for management of staff performance, incorporating appraisal and targets, ensuring those for classroom staff relate to pupil achievement.	✓	
Motivate and enable all staff to develop expertise in their respective roles through high-quality continuous professional development.	✓	
Identify and nurture talent to enable effective leadership development and succession planning.	✓	
Sustain motivation of self and other staff	✓	
Ensure professional duties are fulfilled, as specified in the Terms and Conditions of Service of Teachers, including those for the Headteacher.	✓	
Lead by example, demonstrate and ensure the continuous commitment by all staff to help keep the children and young people in the care of the school safe.	✓	

Trust Role	E	D
To fulfil a strategic leadership role across the trust based on knowledge and skill set – leading all schools in this area to improve standards, in line with agreed Trust role job description.		✓
To work closely with the CEO and other senior leaders to continue to drive standards and to improve practices across the Trust.		✓

Additional and Special Educational Needs and Disabilities SEND)	E	D
Promote a culture and practices that enable all children to access the curriculum	✓	
Have ambitious expectations for all children with SEN and disabilities	✓	
Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate	✓	
Make sure the school fulfils statutory duties regarding the SEND Code of Practice.	✓	

Managing the School	E	D
Work with the Trust Board, Governing Body and Senior Leadership Team to recruit staff of the highest quality, complying at all times with safer recruitment practice.	✓	



Ensure staff and children's safety and welfare through effective approaches to safeguarding, as part of a duty of care	✓	
Work with the Senior Leadership Team to deploy and manage staff effectively in order to ensure highest quality education with due attention to workload	✓	
Ensure rigorous approaches to identifying, managing and mitigating risk	✓	
Allocate and manage the school budget effectively ensuring effective administration and control in line with the relevant policies and Standing Financial Instructions alongside the Chief Finance Officer to obtain value for money and impact on standards	✓	
Working closely with the Chief Finance Officer and Site Manager, manage and organise accommodation and maintenance of the school premises efficiently and effectively to ensure the needs of the curriculum and health and safety regulations are met at all times.	✓	
Work with the CEO in supporting the strategic plan and growth of the school and Trust with effective planning for the maintenance and development of the school estate.	✓	
Manage, monitor and review the range, quality, quantity and use of all available resources in order to maximise the quality of education and pupil achievement, ensuring at all times a focus on efficiency and value for money.	✓	

Professional Development	E	D
Ensure staff have access to appropriate, high standard professional development opportunities	✓	
Keep up to date with developments in education	✓	
Ensure training and continuing professional development is effectively planned, delivered and evaluated	✓	
Make sure professional development opportunities draw on experts both within and beyond the school	✓	
Seek training and continuing professional development to meet the needs of all staff members and self	✓	

Governance, Accountability and Working in Partnership	E	D
Understand and welcome the role of effective governance, including accepting responsibility	✓	
Ensure that staff 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	✓	
Work successfully with other schools and organisations	✓	
Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all children	✓	



If you wish to learn more about this exciting opportunity, would like an informal discussion or to arrange a visit to the school, please contact Debbie Hamilton, Headteacher for an informal discussion on telephone (01642) 559609

## How to apply:

Please use the following link to apply: <https://mynewterm.com/jobs/144542/EDV-2025-PPS-71961>

Closing date: 9.00am on Monday 19<sup>th</sup> January 2026

Interview date:

Pentland Primary School  
Pentland Avenue,  
Billingham,  
Stockton-on-Tees,  
TS23 2RF