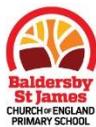


Hope SENTAMU LEARNING TRUST



Candidate Application Pack Headteacher Forest of Galtres Primary School





Forest of Galtres Anglican Methodist Primary School

Station Lane, Shipton-by-Beningbrough, York YO30 1AG

Forest of Galtres Primary School is part of Hope Sentamu Learning Trust. The school is situated in the picturesque village of Shipton-by-Beningbrough, near York.

We provide a rich and exciting learning environment built around our school vision and our core values of care, creativity, courage, and collaboration which is based on a strong foundation of Christian faith. Our school has a distinctive ethos as the only Anglican Methodist primary school in North Yorkshire.

In September 2017, our school increased its age range to enable the inclusion of Shipton Preschool and Toddlers to form part of our educational provision. This provides a consistent educational journey for pupils.

Within our school we actively work in an inclusive and supportive manner. As well as helping our pupils to grow in their knowledge and skills, we work to develop them as individuals through our strong pastoral work in well-being so our school community is 'rooted and grounded in love' (Ephesians 3:17).

Our aim is to keep growing a strong community based on love and care for each other, to support our pupils' development as learners and as young people.

Please do come and visit! Tours of the school are welcomed and recommended. We would love to show you our school, for you to truly get a feel for the environment.

Job Details

All roles at Forest of Galtres Primary School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policies, procedures and other related guidance. Working positively, flexibly and collaboratively with all colleagues across the Trust and school stakeholders.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote equality and diversity; in line with school policy.

The role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to continued review in the event of changing circumstances.

Good luck with your application and we look forward to hearing from you!

Dear Applicant,

Thank you for showing an interest in joining our team here at Hope Sentamu Learning Trust.

We are a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions. There are fifteen academies within the Trust, located within York, Hull and North Yorkshire. The Trust comprises six secondary, seven primary and two alternative provision academies.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

Our Vision

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a workforce development offer to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants and other funding

Good luck with your application and I look forward to hearing from you.

Helen Winn
Chief Executive Officer



Our Vision

Life in all its fullness – a place to thrive

Our ambition as an Academy Trust is that all our learner's experience "Life in all its fullness" and that we provide "a place to thrive".

We are committed to establishing respectful communities, with a culture of thankfulness and appreciation, where we celebrate diversity. We are a fully inclusive Academy Trust, which includes both community schools and Church of England schools.

We strive to deliver a broad and balanced curriculum which develops our pupils academically, practically, socially and spiritually, leading to educational progress.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels. We invest in providing strong, sustainable and ethical leadership at all levels of the organisation.

Our Values

Kindness - Respect - Teamwork

Our Schools

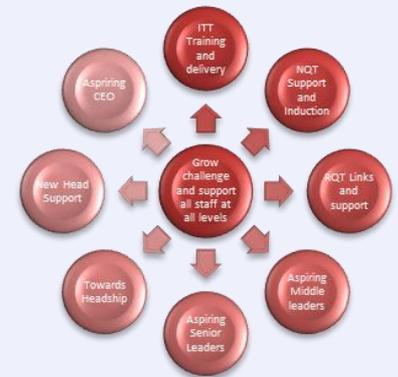
School / Academy	Type	Age Range	Location	Origin
 ARCHBISHOP SENTAMU ACADEMY CHURCH OF ENGLAND	Secondary	11-18	Hull	Founder member of Sentamu Academy Learning Trust having converted September 2008
 ASPIRE ACADEMY	Alternative Provision	11-16	Hull	Opened September 2014 by Sentamu Academy Learning Trust
 BARLBY HIGH SCHOOL	Secondary	11-16	Barlby, Selby	Joined Hope Learning Trust September 2017
 COMPASS ACADEMY	Alternative Provision	11-14	Hull	Joined Sentamu Academy Learning Trust March 2019
 GEORGE PINDAR SCHOOL	Secondary	11-16	Scarborough	Joined Hope Learning Trust March 2019
 GRAHAM SCHOOL	Secondary	11-16	Scarborough	Joined Hope Learning Trust March 2019
 MANOR CHURCH OF ENGLAND ACADEMY, YORK	Secondary	11-16	York	Founding member of Hope Learning Trust, having converted on 1st April 2011
 VALE OF YORK ACADEMY	Secondary	11-16	York	Joined Hope Learning Trust April 2017
 Baldersby St James CHURCH OF ENGLAND PRIMARY SCHOOL	Primary	4-11	Nr Thirsk	Joined Hope Learning Trust September 2018
 Burton Green PRIMARY SCHOOL	Primary	3-11	York	Joined Hope Learning Trust October 2016
 Forest of Galtres ANGLICAN METHODIST PRIMARY SCHOOL	Primary	3-11	York	Joined Hope Learning Trust December 2016
 Newland St John's CHURCH OF ENGLAND ACADEMY	Primary	4-11	Hull	Joined Sentamu Academy Learning Trust February 2015
 Poppleton Ousebank PRIMARY SCHOOL	Primary	3-11	York	Joined Hope Learning Trust April 2015
 Skelton PRIMARY SCHOOL	Primary	3-11	York	Joined Hope Learning Trust July 2019
 St James' CHURCH OF ENGLAND ACADEMY	Primary	3-11	Hull	Joined Sentamu Academy Learning Trust February 2015

Benefits of working at Hope Sentamu Learning Trust

Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust has links with various training providers, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf.

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via **cyclescheme**. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the **cyclescheme** are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit www.cyclescheme.co.uk



Employee Assistance Programme (EAP)

A 24 hour helpline from Health Assured to support you through any of life's issues or problems.

- Stress and Anxiety
- Debt
- Work
- Lifestyle Addictions
- Relationships
- Legal

Our Family

As a Trust, we believe in growing together as a family. Underpinned by our values of Respect, Teamwork and Kindness, our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence through true collaboration.

Vacancy Details

Job Title	Headteacher	Job Category	Senior Leadership
Grade & Salary Range	Leadership Scale Point 13 – 16	Hours of Work	Full Time, Full Year
Location	Forest of Galtres Primary School	Travel Required	Occasional
Position Type	Permanent	Line Manager	Director of Primary Education
Date Posted	14 th January 2022	Posting Expires	06 th February 2022, midnight
Interviews to be held	February 2022	Start Date	Easter / September 2022

For general enquires or to arrange an informal discussion please contact

recruitment@hslt.academy

Application Process

Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.

Job Details

We are currently seeking to appoint an exceptional and inspirational Head Teacher for Forest of Galtres Anglican Methodist Primary School which is located in the picturesque village of Shipton-by-Beningbrough, near York.

We are part of Hope Sentamu Learning Trust which is a highly collaborative family of fifteen schools, seven of which are primary, committed to raising the educational ambitions of the communities which it serves.

The successful candidate will have senior leadership experience in a primary school with a strong desire to make a real difference to our pupils. Providing specialist expertise and highly visible leadership, you will contribute in securing and driving forward the educational standards.

You will ensure that the vision and priorities are clearly articulated, shared and translated into agreed objectives and operational plans which permeate all aspects of school life and promote and sustain school improvement.

Head Teachers within the Trust are closely supported by a skilled and professional central services team with daily operations, finance, human resources and school improvement.

We would welcome applications from existing Head Teachers and Deputy Heads wanting to further their career in a developing village school at the heart of its community, supported by a highly regarded Trust. So, if you are a committed educationalist, steeped in the skills and knowledge of school improvement, with a belief in the power of co-operation to achieve great things - please get in touch with us and consider applying.

Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

Trust Contact | Chris Shepherd, HR Officer - Email: recruitment@hslt.academy

For any queries regarding the role, please contact the Recruitment Team via recruitment@hslt.academy

Job Description

Job Title	Headteacher
Grade	L13-16
Responsible To	Director of Primary Education
Staff Managed	All teaching and support staff in the school(s) allocated.
Job Family	Headteacher in primary phase
Job Purpose	To provide professional leadership of a Primary school which secures high quality education for all its pupils and excellent standards of learning and achievement.
Accountabilities / Main Responsibilities	
Key Responsibilities	<ul style="list-style-type: none"> • To formulate and achieve the aims and objectives of the school as agreed with the Director of Primary and CEO. • To ensure all pupils (including the disadvantaged and those with SEND) make excellent progress benchmarked against national standards. • To ensure a strong curriculum is in place and well implemented which aligns with Trust Curriculum Principles. • To develop the quality of teaching across the school • To lead quality assurance of the curriculum, inclusion and safeguarding • To monitor and evaluate staff performance and to hold staff to account in order to raise standards. • To ensure that staff wellbeing is embedded into the culture of the school. • To manage the internal operations of the school through the clear formulation and implementation of policies, plans and practices, and the direction of staff. • To ensure that all learners are effectively cared for and supported, with due regard to safeguarding and other relevant legislation.
Strategic Development	<ul style="list-style-type: none"> • Work collaboratively within the Trust to ensure that strategic objectives and standards are achieved. • Build relationships with agencies which can help and support our school community. • Lead the development of curriculum intent for all subjects across the curriculum, aligning with Trust strategy where applicable • Contribute to Trust-wide strategy • Implement Trust-wide strategy with absolute fidelity
Quality of Education	<ul style="list-style-type: none"> • Develop strong curriculum intent for each subject, in line with Trust Curriculum Principles. • Ensure that the curriculum is implemented to a high standard, in every lesson, across every subject • Model high standards of teaching to teachers to develop their practice • Develop and implement effective quality assurance which develops teachers' practice • Ensure a wide range of activities for pupils to give them confidence in their ability to take on new challenges, raise aspirations, increasing self-belief and resilience. • Provide a safe and healthy environment in which pupils' happiness and welfare can be nurtured. • Lead and develop support staff so that the needs of all pupils are met.

	<ul style="list-style-type: none"> ● Ensure all teachers within the school <ul style="list-style-type: none"> ○ Implement the intended curriculum with absolute infidelity; ○ Have good subject knowledge; ○ Present subject matter clearly and model effectively; ○ Use assessment effectively; ○ Create environments that allow the learner to focus on learning; ○ Have high expectations of learners' behaviour; ○ Create a positive learning environment; ○ Ensure learners attendance is high and they are punctual to all lessons; ○ Prepare learners for life.
Leading and Managing Staff	<ul style="list-style-type: none"> ● Engage all staff in the process of meeting the required standards, encouraging ownership and involvement. ● Ensure and enhance effective working relationships with other schools and agencies as well as those within the Trust. ● Facilitate the sharing of best practice across the Trust. ● Encourage continuous professional learning, monitoring the induction and professional development of all staff through quality assurance and regular performance appraisal. ● Lead the school In line with Headteachers' standards
Church School Duties	<p>If appointed to be Head Teacher in a Trust faith school the candidate must be able to:</p> <ul style="list-style-type: none"> ● confidently articulate, live out and promote a vision for the school rooted in distinctively Christian teaching. ● articulate an explicitly Christian vision that impacts positively upon standards of achievement, the distinctively Christian character of the school and the well-being of the whole school community. ● secure the impact of an explicitly Christian vision through evaluation and strategic planning. ● prepare others for future leadership across church schools. ● ensure that arrangements for religious education and collective worship meet statutory requirements ● promote effective relationships with all pupils, staff, governors, parents, the Methodist church of Great Britain, the Diocese of York, the local community and parish, the Local Authority and other external bodies to further enhance the positive image of the school and the Trust. ● work closely with the local churches, the Methodist Church of Great Britain and the Diocese of York to promote an understanding of the Christian faith and respect for other faiths and cultures.
Safeguarding	<ul style="list-style-type: none"> ● Ensure the primary school effectively manages and monitors safeguarding.
Data Protection	<ul style="list-style-type: none"> ● To comply with the Trusts policies, procedures and supporting documentation in relation to Information Governance this includes UK GDPR, Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> ● Be aware of and implement health and safety responsibilities as an employee and, where appropriate, any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● Work with colleagues and others to maintain health, safety and welfare within the working environment.

<p>Flexibility</p>	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Policies and Procedures.
<p>Customer Service</p>	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification
Headteacher

Essential	Desirable (if not attained, development may be provided for successful candidate)
Qualifications	
<ul style="list-style-type: none"> • Qualified Teacher Status • Degree or equivalent • Evidence of continuous professional development 	<ul style="list-style-type: none"> • Has achieved or is working towards gaining the NPQH
Knowledge and experience	
<ul style="list-style-type: none"> • Up to date understanding of the Ofsted and SIAMS framework • Commitment to supporting preserving and developing the Christian vision and values of the school and promoting an understanding of other faiths and cultures. • Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in primary education • Ability to identify own learning needs and to support others in identifying their learning needs • Evidence of strong teaching and developing the practice of others • Experience of senior leadership • A proven track record of securing improvement in the quality of teaching and learning • Experience of using all relevant data to drive school improvement • Strong understanding of statutory requirements relating to the curriculum and assessment • Experience of developing a curriculum • High expectations when managing, developing, inspiring, challenging and motivating staff • Commitment to working with other trusts, organisations and agencies • An understanding of the legislation relating to SEND and to Keeping Children Safe in Education, including Prevent and British Values. 	<ul style="list-style-type: none"> • Relevant experience in more than one phase • Previous experience of working and bringing about positive change in a school in challenging circumstances. • Understanding of how a Multi-Academy Trust operates
Strategic leadership	
<ul style="list-style-type: none"> • Ability to articulate and share the school's Vision, Aims and Values 	

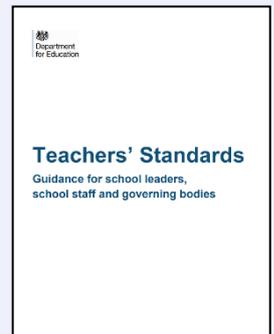
<ul style="list-style-type: none"> • The confidence and ability to inspire and motivate staff and trustees to achieve the aims of the trust • Evidence of having successfully translated vision into reality at school level • Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement • Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these • Demonstrable success in raising standards and meeting challenging targets • Supporting strategies for performance management. 	
Skills, qualities and abilities	
<ul style="list-style-type: none"> • Lead by example, demonstrating a ‘can do’ approach • Empathy with staff under them • Excellent interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies • High expectation for children learning and attainment alongside high aspirations for all • Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour • Ambition for our school • A commitment to continuous school improvement • Experience of offering challenge and support to improve performance • Perseverance and resilience in the face of challenge • Ability to remain calm, positive and enthusiastic when working under pressure • Manage and resolve conflict • Ability to organise work, prioritise tasks, make decisions and manage time effectively • A belief in the importance of extra-curricular opportunities for all children • Welcoming a “critical friend” approach from the governors • Evidence of having successfully working in line with Headteachers' Standards. 	<ul style="list-style-type: none"> • Experience of presenting reports to trustees • Experience in seeing the whole trust picture
Leading and managing staff	
<ul style="list-style-type: none"> • Substantial experience of leading whole school initiatives or staff teams 	

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| <ul style="list-style-type: none">• Ability to delegate work and support colleagues in undertaking responsibilities• Experience of performance management and supporting the continuing professional development of colleagues• Evidence of applying safe recruitment practices and developing a safe culture within the school• Successful involvement in staff recruitment, appointment and induction | |
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Teaching Responsibilities

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

<https://www.gov.uk/government/publications/teachers-standards>



PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge learners and students
- Promote good progress and outcomes by learners and students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all learners and students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:
- Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.