



Newstead Academy
Lead Teacher Application Pack

Post Title	Lead Teacher
Location	Newstead Academy Newstead Road Athersely S71 3NA
Salary & Grade	MPS /UPS plus SEN Allowance & TLR 2
Hours	Full Time Permanent

Waterton Academy Trust is looking to appoint an inspirational and ambitious Teacher to join our team within our specialist provisions. The Trust consists of 13 primary phase schools in the Wakefield and Barnsley area, and one specialist school. In addition to this we have provisions within our settings and planned satellites also.

Our provisions comprise of Newstead Academy in Athersley and our specialist unit at Churchfield Cudworth. We are currently looking to grow our provisions.

Churchfield Primary joined Waterton Academy Trust in 2019 and opened our first specialist provision in September 2021. Newstead Academy opened in September 2023 as our first stand-alone specialist setting. Newstead Academy is our main site with planned satellites to link to this.

Our specialist settings primarily cater for children with communication and interaction identified as the main area of need within their EHCP. Many of the children in our current settings have a diagnosis of Autism but not all do. Our new setting will cater for children that predominantly have SEMH as their main area of need, alongside communication and interaction needs.

In order to continue to drive excellence in our settings we require a Lead Teacher for September 2024. The successful candidate will have experience of working within specialist settings previously, with a proven track record of successful outcomes for children in their classes. We are looking for someone who has experience of working with children across the four areas of need and with particular experience of working with children with communication and interaction needs and SEMH needs. The successful candidate will have experience of using AAC, PECS, Attention Autism, Makaton and other communication approaches. They will have a rich understanding of SEMH needs and provision and strategies to meet the needs of children with SEMH needs.

We are looking for a teacher who:

- Can inspire and motivate children to achieve their full potential
- Can engage children and understands how to tailor tasks to engage children who struggle to concentrate and engage with tasks
- Understands the primary curriculum, the prior and previous learning that needs to be considered in order to plan progression
- Understands how to adapt curriculum planning to meet the needs of children with an EHCP
- Understands how to deliver provision to meet EHCP outcomes to ensure successful outcomes
- Is innovative in their planning and teaching approach and can ‘think outside the box’ to offer high quality learning opportunities
- Can deliver a variety of learning opportunities within a classroom setting
- Is experienced in using a range of approaches to support communication for children (PECS, AAC, Makaton)
- Understands how to plan successful lessons for children with SEMH needs
- Is fair and constant and able to manage behaviour to good effect
- Has high expectations of themselves and others
- Can lead and manage a team of staff to provide successful outcomes for children
- Can drive an area of school improvement successfully

- Is willing contribute fully to school life and have the drive and determination to contribute to whole school developments
- Is committed to ongoing professional development
- Has great interpersonal skills and are able to work well as part of a team
- Has good communication skills with children, colleagues, parents and visitors
- Is not afraid to roll their sleeves up and work hard

In return we can offer:

- The support and expertise of the school's outstanding leadership team and governing body with a clear vision of raising standards of teaching and learning
- An opportunity to work with a passionate and dedicated team of staff
- A happy and caring school community
- A commitment to support your continued professional development through a network of experienced professionals across the primary academies within Waterton Academy Trust
- The opportunity to contribute to school improvement
- A health and wellbeing package
- A cycle to work scheme
- An excellent pension package

Next Steps

Interested candidates are encouraged to visit Newstead Academy. To arrange a visit, or for further information, please contact Laura Thresh via email LThresh@watertonacademytrust.org. Visits to school will be conducted by Laura Thresh (Executive Headteacher) or Lyn Dixon (Deputy Head of Specialist Provisions)

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website www.watertonacademytrust.org.

Completed applications are to be returned to THeaton@watertonacademytrust.org or to the school address by the closing date below.

Selection Timeline

- **Closing Date:** 13th May 2024
- **Shortlisting:** W/C 13th May 2024
- **Interviews:** 23rd May 2024

Dear Applicant

Thank you for your interest in the post of Lead Teacher at our specialist provision. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for the position.

Our Trust came in to being on the 1st September 2014. Our infant, primary, specialist and preschool sites are currently situated within the Wakefield and Barnsley areas and consist of well over 3500 pupils. To find out more about the work of the trust view [our most recent stakeholder report here](#).

This is an exciting time for all concerned with the trust as we enter into a new phase of development. The reshaping of our focus and renewed drive for excellence will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family. As a key leader in the development of our provision, you will also have the opportunity to work alongside partners from across the trust and the wider system leaders' network.

Given the trust's ambition for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals who will contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.

Yours sincerely,



Dave Dickinson OBE
Chief Executive Officer





Foreword from the Chair

On behalf of the Academy Standards Committee of Newstead Academy, thank you for applying for the position of Lead Teacher at Newstead Academy.



Newstead Academy plays an essential role in the local community by providing much needed provision for children with special educational needs who require an Education, Health and Care Plan. As a school we have worked hard to develop our provision and have done so in partnership with colleagues within the Local Authority and with other special educational needs multi academy trusts. Through careful planning, collaboration and effective partnership working, we feel we have created an unique provision that best meets the needs of some of the most vulnerable pupils in society and it is something everyone at Newstead Academy is immensely proud of.

At Newstead we understand the value of education in preparing our pupils to lead meaningful and fulfilling lives and are keen to ensure that every child receives the best possible educational offer. We recognise the biggest lever to improving pupil outcomes and life chances is high quality teaching and as a school we are working hard to ensure every child is in a classroom where the teaching is at least good. As a school we place great value on our staff and their professional development, and we work with a number of partners to provide a robust and meaningful professional development offer. We hope the successful candidate for the Lead Teacher position can further add to this offer and help our staff to be the very best they can be.

In terms of governance, governors work closely with staff, management, parents, pupils and with Waterton Academy Trust to ensure that our school provides a safe, caring, and inclusive environment in which children can learn and grow. We recognise the complex needs of many of the children entrusted into our care and work tirelessly to thoroughly understand our pupils as individuals and the different challenges and barriers they each face. It has been my privilege to be Chair of Governors since October 2023 when our interim ASC was created. I feel I am very fortunate to have been able to establish a stable and committed group of governors who all share the same aspirations for our school, our pupils, their families and the wider Waterton family.

As a school, we are confident that all members of our school community value the work that we do in helping shape the lives of our children. We feel there exists a strong culture of inclusivity and caring and there is a collective commitment to continue to improve our provision for the benefit of our pupils and their families. Newstead Academy strongly believes in ambition without limits - we strive for our children to achieve so that they have every chance to be what they want to be. With this in mind, we are looking for an ambitious, committed and outward-facing individual who will have a positive impact on our children and bring strength to our staffing team – enabling all within the school community to achieve and thrive.

Darren Dickinson
Chair of Governors



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

Jess
Class Teacher

About Our School

We opened Newstead Academy in September 2023. This marked our first Independent Specialist Setting. We are a KS1 and KS2 setting and we currently have 25 pupils on roll ranging from Y1- Y5. We operate a 1:2 staff ratio and our children are taught in small classes of 8 or 9 children.

Comments from our last **Ofsted Inspection**.

- *“The school has a calm and purposeful atmosphere. Despite the school being newly opened, staff have quickly formed positive relationships with pupils”*
- *“The school has thought carefully about how to ensure that pupils make progress from their starting points”*

Our academy has made an excellent start and we are incredibly proud of our achievements to date and how well our founding cohort have settled and how they are progressing. We regularly receive extremely positive feedback from our families and also external agencies and professionals. We truly value our children as individuals and one key part of our provision is regularly adapting and improving our offer to meet the individual needs, strengths and interests of our children.

We work tightly as a staff team and each member of our team has a voice and is valued. We plan collaboratively as a group and our support staff are paid for an extended day to ensure that they are fully involved in feedback, reflections, planning and resourcing for the children.

We deliver a range of approaches to support our children;

- PECS
- Makaton
- Intensive Interaction
- TEACCH
- Attention Autism

We have recently purchased Cornerstones curriculum as we are excited about the new opportunities that this provides for both our children and the teaching staff. We are always looking for ways to ensure that our offer is ambitious.

We strive to continually deliver an environment that provides excellence and achievement for our children. Our aim is ambition without limits.

We aim to provide an environment that meets both the academic and social needs of our children and builds on their independence as they move through their education with us and beyond.

We greatly value parental involvement and our relationships with parents are strong, we foster positive relationships and are always seeking to build on these.

We are keen to ensure that our children are active members in our local community and in society and our curriculum is designed to ensure that this is possible.

If you are an excellent practitioner with a proven track record of success and would like to work in a supportive, and sometimes challenging environment then we would love to hear from you.

Yours sincerely

Laura Thresh

Head of SEND and Inclusion

Executive Headteacher Newstead Academy

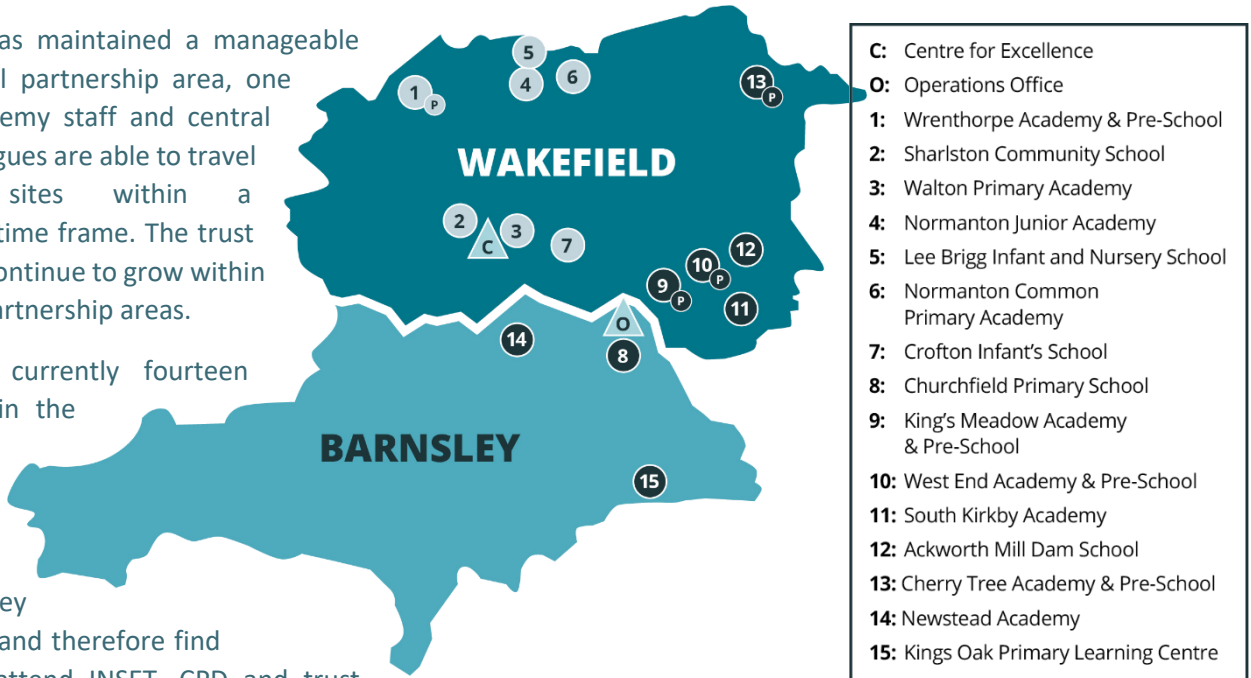


About the Trust

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about. We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and contributing to the wider system leaders' network. We encourage colleagues to take up opportunities and engage in projects outside of the trust.

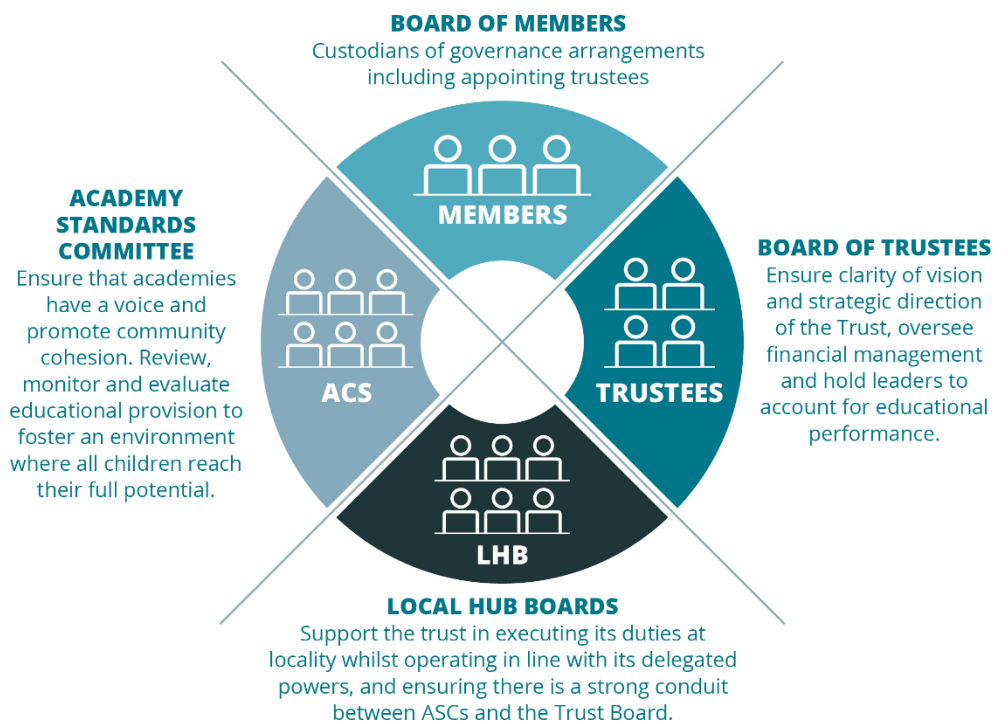
The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between sites within a reasonable time frame. The trust intends to continue to grow within these key partnership areas.

There are currently fourteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.

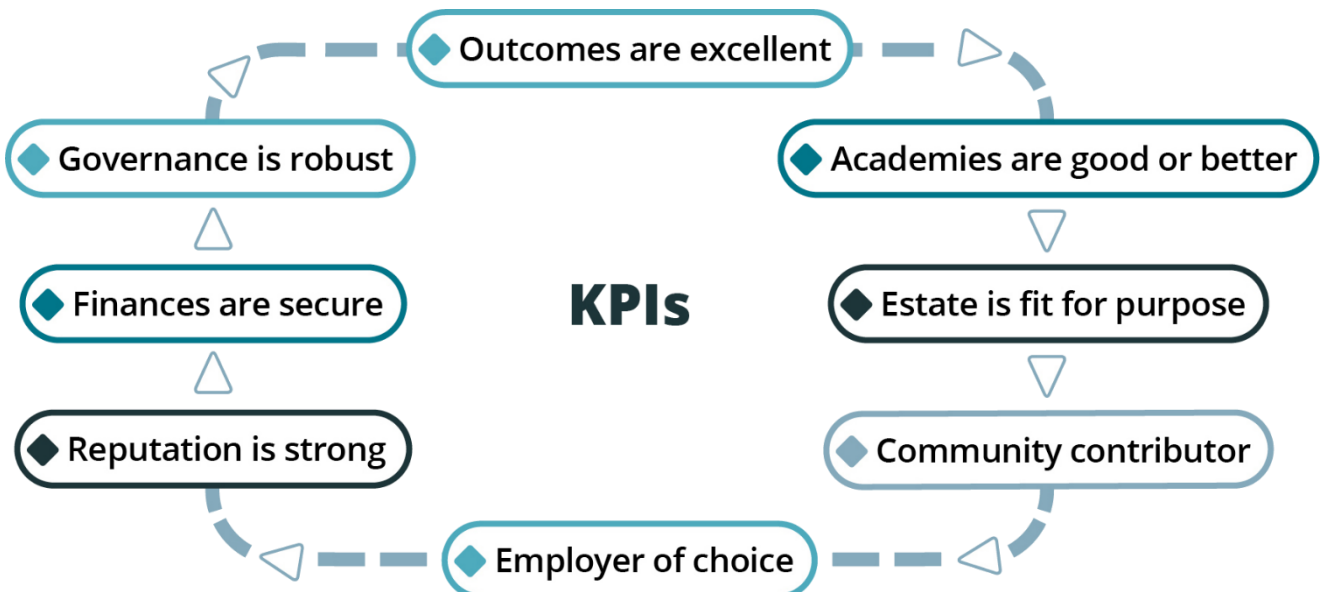
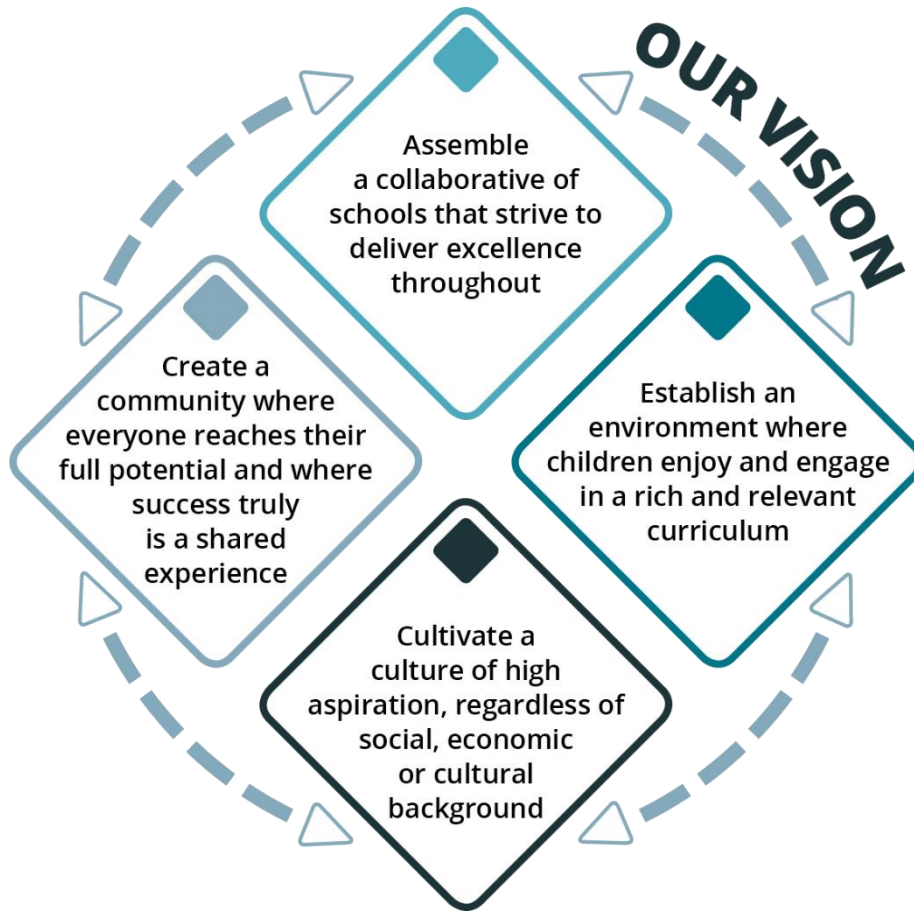


Governance

The trust model of Governance is based on two Geographical Hubs and is built to ensure scalability and clear lines of communication between all levels of Governance. The Members of Waterton Academy Trust commissioned a review of Governance by the NGA which took place during the academic year 17/18. This was a full 360-degree evaluation of our structures, systems and procedures. The review recommendations led to the restructure of Governance which has now been implemented.



Our Vision, Values and KPIs



Job Description

Post Title	Lead Teacher
Responsible For	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers' Standards (DFE) and the supervision of support staff when deployed to contribute to pupils' learning.
Accountable To	Head of Specialist Provisions

Purpose of the Post

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils
Ensure delivery of high quality teaching and learning for which they are accountable.

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards, DFE, 2011)

To manage other teaching staff to ensure that they are providing high quality teaching and learning opportunities for children in their class.

To be the Lead staff member for the provision and support improvement of the setting through SDP and targeted approaches.

Teachers' Standards, DFE, 2011. A teacher must:

- Set high expectations which inspire, motivate and challenge pupils (TS1)
- Promote good progress and outcomes by pupils (TS2)
- Demonstrate good subject and curriculum knowledge (TS3)
- Plan and teach well-structured lessons (TS4)
- Adapt teaching to respond to the strengths and needs of all pupils (TS5)
- Make accurate and productive use of assessment (TS6)
- Manage behaviour effectively to ensure a good and safe learning environment (TS7)
- Fulfil wider professional responsibilities (TS8)
- Demonstrate consistently high standards of personal and professional conduct (PART TWO)

A) Planning, Development and Co-ordination

- To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
- To use teaching and learning objectives to plan lessons and sequences of lessons.
- To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils' interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- To contribute to the teaching team, meetings and events.
- To plan for the deployment of support staff where deployed to contribute to pupils' learning.
- To plan for opportunities for pupils to learn in and outside of school contexts.
- To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines.

B) Teaching, Learning and Classroom Management

- To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning.
- To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident.

- To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range.
- To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities.
- To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning.
- To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all.
- To organise and manage teaching and learning time effectively.
- To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate.
- To set high expectations for pupils' behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- To use IT effectively to enhance the delivery of teaching and learning.
- To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures.
- To create a culture which shows 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 difference faiths and beliefs).
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate adult.
- To attend and participate in regular meetings.
- To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements.

C) Monitoring and Assessment

- To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- To use monitoring and assessment information to improve planning and teaching for improved learning outcomes.
- To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
- To involve pupils in reflecting on, evaluating and improving their own performance and progress.
- To assess pupils' progress accurately against appropriate standards.
- To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties.
- To identify levels of attainment for pupils learning English as an additional language.
- To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning.
- To report on pupils' attainment and progress to parents, carers and other professionals in accordance with the statutory reporting and assessing frameworks.

D) Subject Co-ordination and Leadership

- To implement and review the school's development plan in conjunction with the Senior Leadership Team and/or line manager.
- To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies for the use of the subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning.
- To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision.

Core Duties

- The education and welfare of a designated class/set groups in accordance with the Conditions of Employment of School Teachers as laid down in the current Pay and Conditions Document.
- To ensure that the requirements of the National Curriculum (2013), EYFS Statutory Framework (2021) and KCSIE (2021), the school aims and all policies agreed by the Governing Body and Waterton Academy Trust are fully complied with.
- To wholly commit to ensuring children and young people are fully supported and safe. To safeguard all children and young people whilst promoting their welfare.

Personal Specification

Post Title	Lead Teacher
Accountable To	Head of Specialist Provisions

AF: Application Form

I: Interview

CQ: Certificates/Qualifications

R: Reference

OT: Occupational Task

P: Presentation

Professional Qualifications	Essential	Desirable	How Identified
Educated to degree level or equivalent	X		AF/CQ
Qualified Teacher Status	X		AF/CQ
Evidence of further relevant qualifications in relation to SEND and Inclusion		X	AF/CQ
Experience			
Relevant specialist teaching experience	X		AF
Teaching experience working with children needs across the 4 areas of need	X		AF/P
A history of strong commitment to inclusion with high expectations for all learners	X		AF/P
Experience of supporting staff to impact positively on pupil outcomes and experiences	X	X	AF/P
Experience of working with children with communication and interaction difficulties	X		AF/P
Experience of working with children with SEMH needs	X		AF/P
Experience of using approaches such as TEACCH, Attention Autism, AAC, PECS, Makaton.	X		AF/P/OT
Abilities, Skills and Knowledge			
A wide and current knowledge of approaches to meeting the SEND needs of all learners within a setting (primary/ specialist)	X		AF/P
Up to date knowledge of specialised curriculum for children with SEMH/ communication and interaction needs		X	AF/P/OT
Ability to plan and deliver lessons for children with C&I or SEMH needs	X		AF/P/OT
Ability to plan engaging lessons that demonstrate innovative approaches	X		AF
Ability to organise classroom activities and direct staff clearly and with purpose	X		AF
Ability to be reflective and identify when changes need to be made	X		AF
Ability to accurately assess children and their current ability points and next steps	X		AF/P/OT
Ability to use PIVATS/ Cherry Garden or similar assessment tools	X		AF/P/OT
Understand the pivotal role parents play in supporting their child's education and ensure parental relationships are strong	X		AF/P/OT
Ability to model and share best practice and ways of delivery		X	AF/P/OT
Personal Qualities			
Visible and approachable, empathetic and enjoys engaging with children, staff, parents, and the wider community	X		R
A commitment to the vision, guiding principles and strategic goals of the trust	X		AF/I/R
Commitment to the safeguarding of vulnerable young people and adults	X		R

A strong belief in inclusivity and a passion for the education of children	X		AF/I/R
High level of personal integrity and the ability to hold confidential information at all times	X		AF/I/R
An understanding of health and safety requirements of a working environment and willing to fully implement all aspects	X		AF/I
An understanding of equal opportunities issues and willing to positively promote equality, diversity, and inclusion within an educational context.	X		AF/I

Next Steps

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Selection Timeline

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- **Shortlisting:** W/C 13th May 2024
- **Interviews:** 23rd May 2024

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.



I have worked for Waterton Academy Trust for nearly 7 years and during this time I've watched it grow into something unique and exciting, providing fantastic opportunities for both pupils and staff.

Pam
Chief Finance Officer





Waterton

Academy Trust



**Waterton Academy Trust,
The Grove,
Walton,
Wakefield,
WF2 6LD**