



CARLINGHOW
ACADEMY



GREAT
HEIGHTS
ACADEMY TRUST

Achieving excellence together

Welcome to Carlinghow Academy where we are currently looking to appoint a new Key Stage 2 Lead.

Great Heights Academy Trust strive to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all can achieve their full potential and all can reach GREAT heights.



GREAT
HEIGHTS
ACADEMY TRUST

A broad & strong 2-18 offer for West Yorkshire



CARLINGHOW
ACADEMY

Key Stage 2 Lead

CANDIDATE INFORMATION PACK

► Welcome

Dear Colleague,

I am delighted that you are considering the position of Key Stage 2 Lead, at Carlinghow Academy.

We are seeking to recruit an individual to work in our school who has the inspiration, drive, and motivation to make a difference to the lives of young people. It is a unique moment in time to join the team as we continue our exciting journey with Great Heights Academy Trust.

It gives me great pleasure to introduce myself as the Principal of Carlinghow Academy. Carlinghow Academy is a safe, warm, welcoming, and inclusive school where all stakeholders have the children's best interest at heart.

The children at Carlinghow Academy are amazing! They have shown resilience through change and have always put 100% into everything they do. They are well mannered, caring, inclusive and have a real love of learning.

As Head of School, I am immensely proud of this school and hope that the website gives you an insight into all the work that we do. If, you are considering applying for the position at this school, you are welcome to come and visit us. Please contact the school office to arrange a time to come and see our school in action.

I look forward to receiving your application, best of luck to all.

Yours sincerely,

Mrs M Fishwick

Principal



Overview of the Position for Carlinghow Academy

We are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School and Neilds Academy). We currently have two secondary school (The Mirfield Free Grammar School and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#).

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974: pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.

Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

- G** Great teaching and learning opportunities for all in the partnership
- R** Real life opportunities to develop an understanding of the wider world
- E** Enthuse a love of learning and mutual respect
- A** Academic development to nurture potential for all
- T** Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.

GREAT HEIGHTS ACADEMY TRUST
Achieving excellence together

MARSDEN JUNIOR SCHOOL

RAYNVILLE ACADEMY

BOWLING GREEN ACADEMY

THE GREETLAND ACADEMY

CARLINGHOW ACADEMY

THE MIRFIELD FREE GRAMMAR

COLNE VALLEY HIGH SCHOOL

WEST VALE ACADEMY

English Hubs
Teamworks English Hub @ The Greetland Academy

Great Heights Research School West Yorkshire
Supported by the Education Endowment Foundation

AA Teamworks WEST YORKSHIRE SCITT

JOB DESCRIPTION

Position:	Key Stage 2 Lead
Department:	Great Heights Academy Trust
Pay Range:	MPS plus TLR2A
Hours of Work:	Full time
Responsible to:	Principal

Prime Objectives of the Post

- To carry out professional duties including to take responsibility for day-to-day management of planning and teaching.
- To be responsible and accountable for achieving the highest possible standards in work and conduct.
- To promote the aims, objectives and values of our school and maintain its philosophy of education, ensuring the promotion and safeguarding of the welfare of our children within school.
- The responsibilities of the post are to be performed in accordance with the provisions of the current School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

Statutory Requirements

- This job description reflects the standards built upon the [Teaching Standards](#) which apply to all teachers.
- It is aligned to the [School Teacher's Pay and Conditions](#), set out in the statutory guidance.

Membership of the Trust

- To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture, and ethos within the trust.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.
- To ensure all trust systems, processes and procedures are adhered to as requested from the Trust post holders.

Main Duties and Responsibilities

Teaching

1. Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and the statutory frameworks.
2. Plan teaching to achieve progression in pupils' learning through identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed.
3. Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
4. Regularly review the effectiveness of teaching and assessment procedures and its impact on pupils' progress, attainment and well-being.



5. An awareness of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
6. Have a clear understanding of the needs of all pupils, including those with special educational needs, gifted and talented, EAL, disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
7. Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
8. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
9. Use relevant data to monitor progress, set targets, and plan subsequent lessons.
10. Set homework and plan other out of class activities to consolidate and extend the knowledge and understanding of pupils.

Behaviour and Safety

1. To establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
2. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
3. Maintain good relationships with pupils, exercise appropriate authority as necessary.
4. To establish a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
5. Have high expectations of behaviour, promoting self-control and independence of all learners.
6. To be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working and Collaboration

1. Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
3. Co-ordinate school development and implement policies and schemes of work in those areas for which you act as co-ordinator.
4. Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.

Key Stage Lead Additional Duties

1. Take a leading role in inducting new key stage colleagues and making sure they uphold expected values and teaching standards and school policies.
2. To support, hold accountable, develop, and lead the phase team to secure high-quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in KS2.
3. Provide challenge and support for other members of staff.
4. Support the professional development of members of your team.

- 5. Take a leading role in supporting behaviour in KS2.
- 6. Liaise and work with cross-phase colleagues/KS1 lead.
- 7. To lead a core subject area.

General:

- To uphold the Nolan Principals of public life.
- To support the Trust climate for learning and a culture of achievement and high expectation.
- To develop effective working relationships within our Trust schools, external partners, and other agencies to promote continuity of learning.
- To act as a positive role model to staff, maintaining high professional standards and high levels of care for pupils.
- To fully participate in CPD and appraisal activities.
- The post holder will also be expected to undertake any professional duties of the COO/CEO as required.
- The post holder is responsible, alongside the Strategic designation boards, core staff and key stakeholders, for implementing the vision for the Trust, which inspires and motivates the Trust partners and community.

This job description is not intended to be comprehensive, and the job holder may be asked to perform other duties commensurate with the post as directed, to meet the needs of the Trust.

Safeguarding:

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

Notes:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Name:

Signed:

Date:

Person Specification: Key Stage 2 Lead

Key to identification: A = Application I = Interview R = Reference

Qualifications and Training	Essential	Desirable	A/I/R
Qualified Teacher Status.	✓		A/I
Good honours degree in relevant discipline.	✓		A/I
Evidence of Quality First Teaching (QTF) deployed over time.	✓		A/I
Evidence of recent, impactful CPD activity.	✓		A/I
Evidence of keeping up to date with national agendas.	✓		A/I
CPD Linked to improving standards in a relevant Key Stage		✓	A/I
Knowledge and Skills	Essential	Desirable	A/I/R
Successful teaching experience	✓		A/I/R
Proven excellent practitioner with high expectations of children.	✓		A/I/R
Creative experience of planning and delivering a stimulating and challenging curriculum that ensures good progress for all children.	✓		A/I/R
Experience of working within a successful team.	✓		A/I/R
Experience of leading adults within the classroom.	✓		A/I/R
Demonstrate accurate and productive use of formative and summative assessments to analyse the performance of pupils and set targets.	✓		A/I/R
Experience leading and developing a curriculum area (this may include a key stage or year group).	✓		A/I/R
Seek innovative approaches to teaching and learning.		✓	A/I/R
Prepared to take risks to challenge all pupils.		✓	A/I/R
Personal Qualities, Skills and Attributes	Essential	Desirable	A/I/R
Willingness to contribute fully to the life of the school.	✓		A/I/R
Enthusiasm and commitment to our school's values or Kindness, Independence, Tenacity and Enjoyment.	✓		A/I/R
Willingness to promote further links with the local and wider community.	✓		A/I/R
Excellent interpersonal and communication skills.	✓		A/I/R
Knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies.	✓		A/I/R
Ability to make learning fun and relevant for our children.	✓		A/I/R
Self-motivated, adaptable and committed to high standards.	✓		A/I/R



Commitment to working as part of a team with pupils, staff, parents, Governors and the community.	✓		A/I/R
Professional and personable.	✓		A/I/R
An ability to prioritise, manage and organise time well.	✓		A/I/R
Work flexibly, with a positive attitude.	✓		A/I/R
Personal interested and enthusiasm to bring something additional to the school's community.	✓		A/I/R
Key Stage Lead Requirements	Essential	Desirable	A/I/R
Experience of leading a core subject area		✓	A/I/R
Experience of leading a key stage or Phase		✓	A/I/R
Experience of performance management		✓	A/I/R
Experience of leading staff development, such as ECT Manager or ITT Mentor		✓	A/I/R

► Reasons to work at Carlinghow Academy / Great Heights Academy Trust



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

