



Trinity Academy Newcastle Trust

Recruitment Pack



Being Calm, Kind and Honest

By Becoming Trauma-Informed

To create Confident, Competent and Kind Citizens of the Future



North East
Better Health
at Work Award
Bronze Award



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Striving for excellence



We Change Lives Daily

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Trinity Academy Newcastle Trust

Welcome



On behalf of the Board of Directors, may I extend a warm welcome to Trinity Academy Newcastle Trust. We are an Academy Trust which offers skilled specialist support for young people with diagnosed mental health, behavioural and emotional issues across our range of specialist academy schools in Newcastle and Sunderland.

Our provision extends from supporting young children (from age 7) through to older learners in our Post-16 setting and learners with particular special needs in our post-19 setting. Our staff are committed to providing them with the best possible educational experiences to give them the best preparation for the next stage of their life journey. We specialise in a wide range of alternative education provisions as we are aware that many of our learners excel in non-academic subjects.

We are keen to support the ambitions and hopes of all our learners and we work hard to ensure that all of our learners leave with the best possible outcomes and preparation for their future lives. In particular, in our post-16 provision, we offer a range of courses, such as construction skills, land-based studies, hair and beauty and motor vehicle maintenance to provide alternative outcomes for our young people.

We are also aware that the lives of many of our learners are sometimes impacted by factors and events in their lives outside of school. We are at the forefront of the latest educational strategies on mental health support and are very proud of our new specialist centre at our Trinity Academy Newcastle – Upper Site to support trauma-based learning and parenting skills, with a corresponding satellite provision at our Trinity Academy New Bridge in Sunderland. Our new provisions are supported by skilled, dedicated staff to help our young people through some of the most difficult periods in their lives.

We pride ourselves on maintaining the highest behavioural standards in our academies. While we understand the challenging nature of some of our learners, we want all of our learners and staff to feel safe at all times and as such, any instances of poor behaviour will not be tolerated and will be dealt with fairly but firmly.

All of our academies in Newcastle have been judged by Ofsted to be 'Good' and at Trinity Academy New Bridge, we have recently been judged as 'Requires Improvement', following its previous special measures judgment prior to joining the Trust. Our facilities are first-class, and our learning provision is generally based on small class sizes to help our learners develop to their best potential.

Peter Carter | Chair of Board of Directors

Lynn McNally | CEO

Trinity Academy Newcastle Trust





Trinity Academy Newcastle Trust

Our Academies

TAN

Trinity Academy Newcastle aims to provide a personalised curriculum, combining core subjects with more specialist choices where the learners individual needs are paramount. We want our learners to gain both skills and qualifications to equip them for future life and employment opportunities.

TANB

Trinity Academy New Bridge aims to provide a personalised curriculum, combining core subjects with more specialist choices where the learners individual needs are paramount. We want our students to gain both skills and qualifications to equip them for future life and employment opportunities.

TSA

Trinity Solutions Academy pledge is to work hard to develop an innovative andengaging programme that is truly responsive to the needs of each individual learner. Our skilled and friendly staff aim to provide outstanding learning and support, working with our learners to create, nurture and sustain a transition to further learning and/or employment.

TPSL

Trinity Post-16 Solutions Ltd offers bespoke packages to young people aged 16-25 who have additional support needs. Learners who have learning difficulties and/or disabilities (LLDD) are provided with a study programme that equips them with the skills needed for adulthood. Bespoke programmes are tailor made to meet the individual needs and aspirations of each learner.

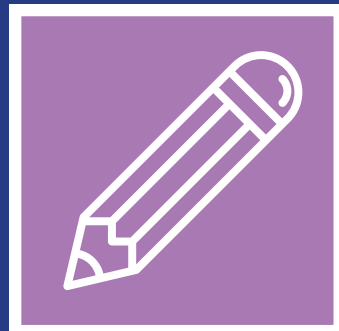
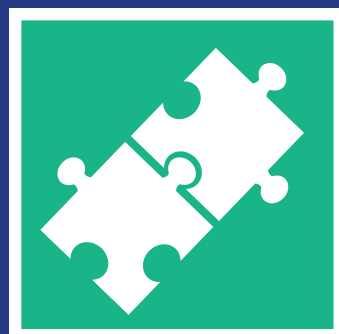
Benefits of Joining

Recruitment and retention strategy

We understand that our staff are our most important resource. We are committed to recruiting the very best support staff, teachers and leaders to support and nurture our children, families and communities. Once these inspiring members of staff join us, we invest in their career and development so that we can retain the very best leaders, teachers and support staff in our schools and central teams, or the profession as a whole.

This investment includes:

- Providing a culture of kindness and calm across the Trust.
- Providing research and evidence-based Continuous Professional Development (CPD) for all our staff informed by the Standards for Teachers' Professional Development.
- We have a "grow our own culture" supporting aspirational staff to take the next step to train as a teacher through Schools Direct or QTLS routes.
- Providing high-quality early career support through bespoke training, coaching and mentoring for Newly Qualified Teachers (NQTs) and Recently Qualified Teachers (RQTs) in line with the governments Early Career Framework (ECF).
- Providing recognised pathways of training and support to expert teachers who don't want to take the step into leadership.
- Supporting aspirational and current school leaders to develop their knowledge, understanding and skills as middle, senior and executive leaders, including facilitating the National Professional Qualifications.
- Funding specialist roles that meet our organisational aims and objectives, including Parenting Champions and Digital Skills champions.
- Facilitate training and support for mental health, including Mental Health First Aid.
- Proactively working to reduce unnecessary teacher and leader workload, utilising the DfE Reducing Teacher Workload Toolkit.
- Providing 5% additional non-contact time for pastoral and marking responsibilities.
- Providing 1 wellbeing day per term to all staff across the Trust.
- Valuing the importance of good industrial relations and working relationship with Trade Union colleagues.
- High-quality HR support.
- Facilitating voluntary secondment opportunities for staff to transfer to other settings within the Trust, to further develop skills and experience.
- Providing internal vacancies to give staff clear opportunities for promotion, whilst maintaining continuous service.
- Giving pay awards in line with national recommendations and, at times, above national recommendations to recognise the hard work of both teaching and support staff.



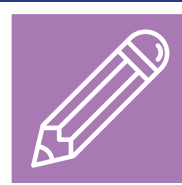
Benefits of Joining

Reducing workload strategy

This was developed by Executive Leadership, following consultation with academies across the Trust. It provides an outline of our determination to remove unnecessary workload and make policies and processes in our schools more efficient, including through the effective use of technology.

This includes:

- **Using technology effectively** – Always putting teaching first, decisions are based on what we want to achieve not what the technology can do. ICT/Digital Skills Focus Group and Teaching and Learning Focus Groups work collaboratively, with Digital Champions to deliver support and training using their knowledge and enthusiasm to support others on their journey to embed new initiatives.
- **Feedback and marking** - eliminating unnecessary workload around marking and reviewing our practice. Regular evaluation of the time spent on marking by all staff and whether this is proportionate. Use low stakes and self-marking tools. For example: Kahoot, Quizlet and Diagnostic Questions can save teachers time. Prepared questions can be saved and shared, allowing teachers to re-use or adapt the content rather than create something from scratch. Using feedback codes where appropriate and schemes of work to identify which pieces of work should be prioritised for more detailed feedback
- A clear marking policy enables all learners to understand their progress and achievement and apprise them of what they need to do next to improve. The methods of marking work will be applied consistently throughout each academy within the trust.
- **Curriculum planning** – A curriculum focus group has been established to review and ensure existing plans are clear in relation to pupil progress and attainment in all the relevant subjects; that they are fully resourced with sequenced lesson planning and high quality curriculum materials, and planned over well-defined blocks of time. A Remote learning plan and policy is in place which uses one online platform to upload work/homework where learners can access, reducing the burden of printing and marking.
- **Data management and pupil interventions** - The purpose and use of data is clear, is relevant to the intended audience and is in line with school values and aims. The amount of data collected and the frequency with which it is collected is proportionate and trust leaders review processes for both collecting data and for making use of the data once gathered. The Board of Directors receive information in whatever form it is currently being used in the academy. CPD for staff on the use of relevant systems and the purpose of data collections and monitoring is delivered regularly through the CPD Cycle.
- **Communications** – A regular schedule of Trust meetings with agreed agendas is developed for the academic year and published in advance with clear start and end times. We Use a variety of communication channels with parents and carers e.g. the school website and social, a short email may be as appropriate as a phone call, or a phone/video call could replace a face to face meeting. We Consider the use of email and times after which staff should not check, send or reply to work emails (whilst being mindful of urgent needs, for example, in relation to safeguarding). Staff daily/weekly bulletins are in place. All reports are made more succinct (e.g. limiting the word count) and meaningful, we also assess regularly the time and impact of current practice in reporting to Parents and explore alternatives to written reports where possible.



Benefits of Joining

Reducing workload strategy continued...

- Managing change** – Using the Academy SEC and annual calendar, we plan ahead, identify and eradicate 'pinch points' using assessment and examination calendars to support the academy SEC and cross reference against these. We include assessment points and data collection cycles for the year, and check that data will be collected and processed in time for use. We review these points regularly to ensure that all data drops are necessary, and that data is collected when it will be most efficiently used. Share monitoring events, CPD and meeting schedules well in advance. Give regular updates and advance notice of evening and after school events to parents/carers and staff. The Trust implement changes in a structured and staged manner, ensuring there is adequate time at the planning stage when preparing to make changes, and collaborate with staff on proposals. We make fewer, more strategic decisions and decide if other existing practices can be stopped or streamlined. We strive to create a shared understanding of any new process and introduce new skills, knowledge and structures with explicit up-front training, structured collaboration and complementary coaching and mentoring. The Trust build leadership capacity by developing teams and encourage staff to collaborate with other colleagues in school teams and with colleagues from other schools and external agencies to share and distribute workload.
- Performance management** – The Trust use SchoolIP which streamlines performance management processes. The platform links school improvement priorities to staff appraisal objectives. All staff groups within the Trust agree Specific, Measurable, Achievable, Realistic objectives and have goals that are within their control, that are closely tied to genuinely actionable behaviours, and that are aspirational yet achievable. We ensure that evidence gathering approach is proportionate for all staff, including trainees and newly or recently qualified teachers and that pay progression is fair and robust. The process ensures the workload of the reviewer is reduced and allows staff to take ownership of their personal and professional development. It also enables staff to collaborate on activities and prepare for review meetings. We ensure that reviewers manage similar numbers of staff, and that we provide directed time to conduct reviews and use light-touch interim reviews where appropriate to ensure that staff are on track to achieve objectives, avoiding build-up at the end of the cycle.
- Managing behaviour** - The Trust Review and where appropriate, streamline the behaviour policy and practices. We provide highly consistent behaviour management practices across the Trust and communicate these effectively to all staff, pupils and parents. We ensure all staff in the school fully understand them, and their role in implementing them. Provide regular training to help embed a consistent approach. We focus support at an early stage and provide support through a Pastoral Team for responsibility of out-of class behaviour management, or tracking and understanding behaviour data. Expectations of parents and carers about the level of detail to expect when reporting behaviour incidents is managed through the behaviour policy or other communications with parents.





Trinity Academy Newcastle Trust

Advert

Trinity Academy Newcastle Multi Academy Trust

Trinity Academy Newcastle Multi- Academy Trust is a growing Trust specialising in Social, Emotional and Mental Health difficulties.

The Trust is committed to staff wellbeing and mental health and also has a focus on 'growing our own'. Due to this we offer an extensive innovative CPD programme.

Our Executive Leadership Team is dedicated to a one trust vision.

We are looking for an honest, calm and kind practitioner to join our Trust.

We have the following vacancy.

Trinity Academy Newcastle

Science Lead – Full time with SEN allowance and TLR2a in accordance with Teachers' Pay and Conditions, pay scale is relevant to proven and relevant teaching experience.

Please be advised that we reserve the right to close this campaign earlier than the stated closing date should we receive a large number of applicants.

If you do not hear from us within 6 weeks of posting your application, you should assume that on this occasion your application has been unsuccessful. Previous applicants need not apply.

Application forms and further details can be downloaded from our school website **www.tanmat.org** and returned to **HR.central@tanmat.org**



Trinity Academy Newcastle Trust

Job Description - Science Subject Lead

Post Title: Science Subject Lead

Payscale: Main Pay scale with TLR Payment Level 2a plus 1st SEN Allowance

Responsible to: Head of School

Responsible For: Science across Academy

Job Purpose: To be accountable for educational progress of learners within a designated area by effectively leading teaching and learning, developing one or more subject areas and line managing a team.

Main Responsibilities: The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

General

- To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.

Lead Teaching and Learning Responsibilities

- Lead learning within a designated area (Science) by developing and implementing assessment strategies, data analysis and appropriate intervention programmes to ensure that identified standards of learner achievement are met.
- Lead, develop and enhance the teaching practice of others through monitoring/evaluation and promoting improvement strategies to secure effective teaching and learning for learners.
- Lead, manage and develop Science across the curriculum to provide programmes/activities that match learner aspirations and potential and achieve excellence and enjoyment for learners.
- Line manages a number of staff including the effective recruitment, appraisal and development of its members in order that the team's objectives are achieved.
- Facilitate an ethos within the team which encourages staff to work collaboratively, share knowledge and understanding, celebrate achievements and accept responsibility for outcomes.

Generic Responsibilities

- Establish a purposeful and safe learning environment and manage learners' behavior constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behavior policy.
- Contribute to the monitoring and development of Responsibility across the curriculum to ensure suitable opportunities are provided for learner aspirations to be met.



Trinity Academy Newcastle Trust

Job Description - Science Subject Lead

- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behavior expected from learners.
- Assess record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject, specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
- To work effectively with / be aware of and assist integrated processes, such as Common Assessment Framework and local opportunities which support ECM and NCYPP aims for children, young people and their families
- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

In addition, Upper Pay Spine teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required,
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.



Trinity Academy Newcastle Trust

Person Specification - Science Subject Lead

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential:

1.	A DfE recognised and relevant teaching qualification.
2.	A secure knowledge and understanding of the (subject) curriculum.
3.	Ability to teach Science across all key stages of the curriculum.
4.	Able to design and teach effective lessons and learning activities across the (subject) curriculum, age and ability ranges including personalising learning to meet individual needs.
5.	Evidence of excellent classroom practice.
6.	Experience of working with students with complex needs including ASD and learning difficulties.
7.	A good, up to date working knowledge and understanding of teaching, learning and behaviour management strategies.
8.	Evidence of appropriate, relevant and on-going professional development and training.
9.	Good written communication skills.

Desirable:

10.	Excellent subject knowledge.
11.	Other interests / expertise that would benefit learners and the school.
12.	Experience of tailoring support packages to ensure best outcomes for individuals.
13.	Team Teach trained or other recognised behaviour management qualification



Trinity Academy Newcastle Trust

Person Specification - Science Subject Lead

Part B: Assessment Stage

Items 1 - 5 of the application stage criteria and the criteria below will be further explored at the assessment stage:

Essential:

1.	An understanding and ability to set realistic and challenging targets and be able to assess and review learners' progress within an area of the curriculum.
2.	Able to communicate effectively with children, young people, colleagues and parents/carers.
3.	Able to engage and motivate learners in school environment.
4.	Able to flexibly contribute to and support the development of the curriculum.
5.	Have positive values, attitudes and have high expectations for learners.
6.	Be aware of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well-being.
7.	Able to work collaboratively . To contribute to the professional development of colleagues, including the sharing effective practice.
8.	A knowledge and understanding of the school self-assessment process.
9.	Able to plan, organise and prioritise and manage time effectively.
10.	Good verbal and interpersonal skills.
11.	Able to use ICT knowledge and skills to enhance learning.
12.	Have positive values, attitudes and have high expectations for learners.

Desirable:

13.	A willingness and / or ability to teach across the primary / secondary age range
14.	A willingness and / or ability to contribute to extra curricular activities.
15.	A willingness and / or ability to contribute to whole school development initiatives / school improvement planning.



Trinity Academy Newcastle Trust

Person Specification - Science Subject Lead

Method		Method	
Interview	Yes	Presentation	No
Lesson Observation	Yes	Structured discussion with pupils	Yes

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

1.	Enhanced DBS
2.	Additional criminal record checks if applicant has lived outside the UK
3.	List 99 and/or POCA List (residential establishments only) check
4.	Medical clearance
5.	Two references from current and previous employers (or education establishment if applicant not in employment)
6.	Qualified teacher Status with professional registration with the General Teaching Council for England
7.	A good attendance record



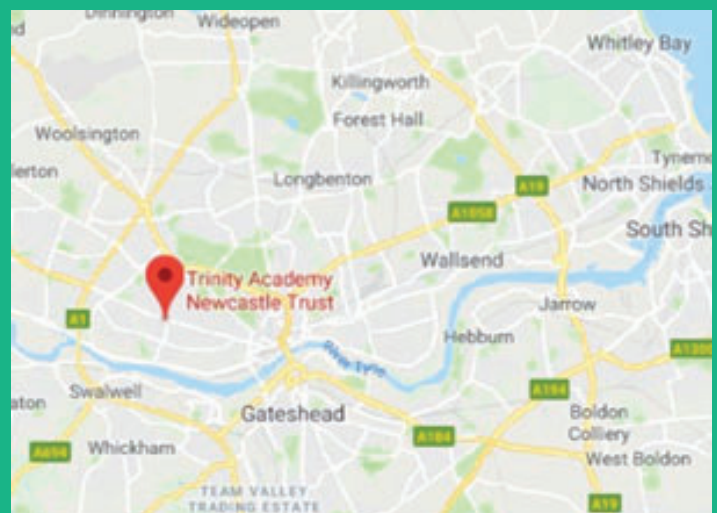
Trinity Academy Newcastle Trust

Completing your Application

- Please use the standard Trust's Application Form and ensure that you provide evidence about how you meet the criteria in the person specification that are assessed at the application stage in the 'skills, knowledge and experience' section.
- You need to complete a Safe Recruitment Form to declare whether you have any relevant criminal convictions. We will carry out an enhanced DBS check for the successful candidate.
- Please submit your completed Application Form by email to HR.central@tanmat.org

Contact Us:

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