



Watererton
Academy Trust

Application Pack

Deputy Headteacher



Summary

Job Title	Deputy Headteacher
Workplace	Walton Primary Academy The Grove Walton Wakefield WF2 6LD
Salary & Grade	L9-14
Hours	Full Time
Reporting to	Headteacher

Walton Primary Academy is a large primary school situated in the beautiful village of Walton on the outskirts of Wakefield, West Yorkshire. We are a very successful school, receiving a good Ofsted Report in 2022. At Walton, we pride ourselves on providing a happy, inclusive and caring setting. Our children have the opportunity to reach their full potential and to do so with a smile on their faces.

In September 2014 Walton Primary Academy became the inaugural school of Waterton Academy Trust. Waterton Academy Trust is a forward-thinking group of 14 partner schools and 4 pre-schools serving Wakefield and Barnsley. The trust's primary goal is to ensure all pupils receive an excellent standard of education. Walton Primary Academy is proud to be part of this determined and collaborative group.

Walton Primary Academy are looking to appoint an outstanding leader to the post of Deputy Headteacher. Ambitious and dynamic, our Deputy Headteacher will play a major role in the leadership, drive, development and growth of our school and will work with the Headteacher to inspire, motivate and challenge our whole school community.

Alongside the normal duties of a Deputy Headteacher, the successful candidate will also take strategic and operational leadership of the school's inclusion policy and practices. The successful candidate will have the commitment to teach in a classroom up to three days per week, you will work with the trust SENCO to ensure additional needs are identified early, that the school works proactively with families, provision and intervention has measurable impact, support is directed where it is most needed and that all our pupils can make excellent progress and achieve their full potential.

At Walton Primary Academy our vision is a simple one - every child who attends our school can expect and will receive an excellent standard of education, one that enables them to shine as individuals, make a positive contribution and reach their full potential.

We are looking to appoint a Deputy Headteacher who will:

- Be an exemplary and inspirational classroom practitioner with a proven track record of raising standards and developing a culture of excellence.
- Be evidence informed in their approach to all aspects of primary school leadership.
- Be unrelentingly ambitious for the school, its pupils, its staff and the wider community.
- Have experience of leading change, having implemented and embedded sustainable curriculum and/or inclusion projects and having assessed their impact.
- Have experience of mentoring and/or coaching colleagues at different stages in their career.
- Be a strategic thinker with the ability to show resilience.
- Be a champion for inclusion, safeguarding and diversity.
- Be a skilled communicator capable of developing effective professional relationships and creating partnerships as a system leader.
- Be a positive team player who wholeheartedly promotes the values and ethos of the school and Waterton Academy Trust.

In return we can offer:

- Mentorship and support from an experienced and inspirational Headteacher, and the opportunity to work with an active and engaged Governing Body (Academy Standards Committee).
- The opportunity to work alongside a professional, hardworking and motivated team of teachers and support staff committed to developing and raising standards.
- Access to professional development and support from a wide network of colleagues within Waterton Academy Trust, including a team of skilled school improvement professionals. This would include a tailored CPD package designed to support you in your role and in your future career aspirations.
- A firm commitment to your continuing professional development, including opportunities to collaborate and contribute within the trust and the broader education system.
- A positive school community with a strong focus on staff and pupil wellbeing.
- Motivated and engaged pupils who are keen to learn.
- A comprehensive health and wellbeing package, prioritising your physical and mental health through SAS.
- An attractive pension scheme, ensuring your future financial security.
- Access to cycle to work scheme, promoting a healthy and eco-friendly commute.

Next Steps

Further Details

Interested candidates are welcome to visit Walton Primary Academy. In order to arrange a visit, or for further information about the post, please contact the school office on 01924 255960, or email waltonschooloffice@watertonacademytrust.org

To Apply

Please submit applications via the below link:

<https://mynewterm.com/jobs/141282/EDV-2024-WPA-31781>

Selection Timeline

Closing Date: Monday 27th January 2025 - midday

Shortlisting: Wednesday 29th January 2025

Interviews: W/C 3rd February 2025

Start Date: ASAP no later than April 2025

Dear Applicant

Thank you for your interest in the post of Deputy Headteacher at Walton Primary Academy. 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 13 primary, infant and junior schools are currently situated within the Wakefield and Barnsley areas and consist of well over 3000 pupils.

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.

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Given the trust's ambitions for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals that can 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.



Dave Dickinson OBE

Chief Executive Officer



Dear candidate,

On behalf of the children, staff parents and governors here at Walton Primary Academy, I would like to thank you for expressing an interest in the role of Deputy Headteacher at our wonderful school. This is a fantastic opportunity for an ambitious senior leader to make their mark at a school which is on a journey towards fulfilling its enormous potential. The Deputy Headteacher will support and inspire staff and children, contribute towards the quality of education and will also have responsibility for Inclusion at the school. This will involve being part of the safeguarding team, overseeing our wellbeing offer, driving our strategy for Pupil Premium and working closely with the Trust SENDCo to ensure that provision is matched to the needs of our children.

We place a huge emphasis on the inclusivity of our setting and great pride in the progress and attainment that all our learners make. This is based upon an understanding of the individual needs of children and offering them an exciting and experiential curriculum that both stimulates and challenges. We aim to develop skills and resilience that enable all to achieve in a culturally rich and diverse world. We place great value in empathy and understanding the endless possibilities that education can offer. Language development and positive social relationships are a major part of our ethos and this begins in our Early years setting.



Walton is a bright and vibrant setting with children that reflect this. Attitudes are positive and friendly and parents are supportive and approachable. We have high expectations and aspirations for all our children and, in turn, we expect the same of ourselves.

We are a proud member of Waterton Academy Trust. All staff are well supported in their continuous professional development and are able to access the highest quality training and support.



It's a school full of wonderful staff and wonderful children.
School Support Staff

We are looking to appoint a senior leader with energy, drive, dynamism and vision to support the school with its continuous improvement. This is an opportunity to put your stamp on the school and support the headteacher in keeping Walton 'Moving Forwards Together'.

We encourage you to come visit the school for a look around our beautiful site, to meet some of our staff team and to ask any questions that you may have.

I truly believe that this is a wonderful opportunity for the right person to make a real impact out of our school. Hopefully that person will be you!

We hope that you will consider joining our happy, friendly and hard-working team here at Walton and we look forward to receiving your application.

Mr C Thorpe
Headteacher



Waterton Academy Trust, Centre For Excellence, Walton Primary Academy, The Grove, Wakefield, WF2 6LD

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About our School

Walton Primary Academy is proud to be part of the Waterton Academy Trust, a group of like-minded schools with an ethos of creating vibrant and engaging environments where all pupils have the potential to shine.

Walton Primary Academy is a 1.5 form entry school in the village of Walton which is approximately 3.5 miles south east of the centre of Wakefield. Walton is a picturesque village with a strong sense of community. We are located on the boundary of Walton Hall, once the residence of Charles Waterton, the naturalist and explorer who lends his name to our trust.



We are very proud of our children and we place a huge emphasis on community and the role that parents play in the education of their children. At Walton Primary Academy we aim to provide all our learners with endless possibilities and a deep self-belief. We aim to facilitate opportunities that spark the imagination, making learning inspirational and relevant to the needs of every individual. As a school we aspire to ignite a passion for life-long learning and to develop great thinkers who embrace challenges. Our curriculum ensures that we promote curiosity, enthusiasm and independence. All of the above is based upon a bedrock of mutual respect, tolerance and empathy. We aim to promote children's roles in both the local and global community.

Our most recent Ofsted grading was good and the report stated that 'pupils are confident to share their ideas and justify their opinions' whilst 'leaders and teachers actively promote pupils' spiritual, moral, cultural and social development'. We pride ourselves in being an inclusive setting where everyone is welcomed and feels valued.

Our school motto at Walton is 'Moving Forward Together' and we do this on a daily basis with positivity and a happy smile.



Such well-mannered, smiley, and happy children.

Sara

Assistant School Catering Manager



Walton Primary is a lovely school, where you really are part of a team who are hardworking, caring & supportive to each other. Overall, it's a pleasure to work with such fabulous peers

School Office Staff

Why Choose Walton?

At Walton, we place children at the centre of everything that we do

Staff are given excellent professional development opportunities and we ensure that their well-being is supported effectively

Governors, parents and the wider community all play a part in our success

We are able to call upon expertise from across the trust. Colleagues collaborate and share best practice through many network groups



Waterton Academy Trust, Centre For Excellence, Walton Primary Academy, The Grove, Wakefield, WF2 6LD

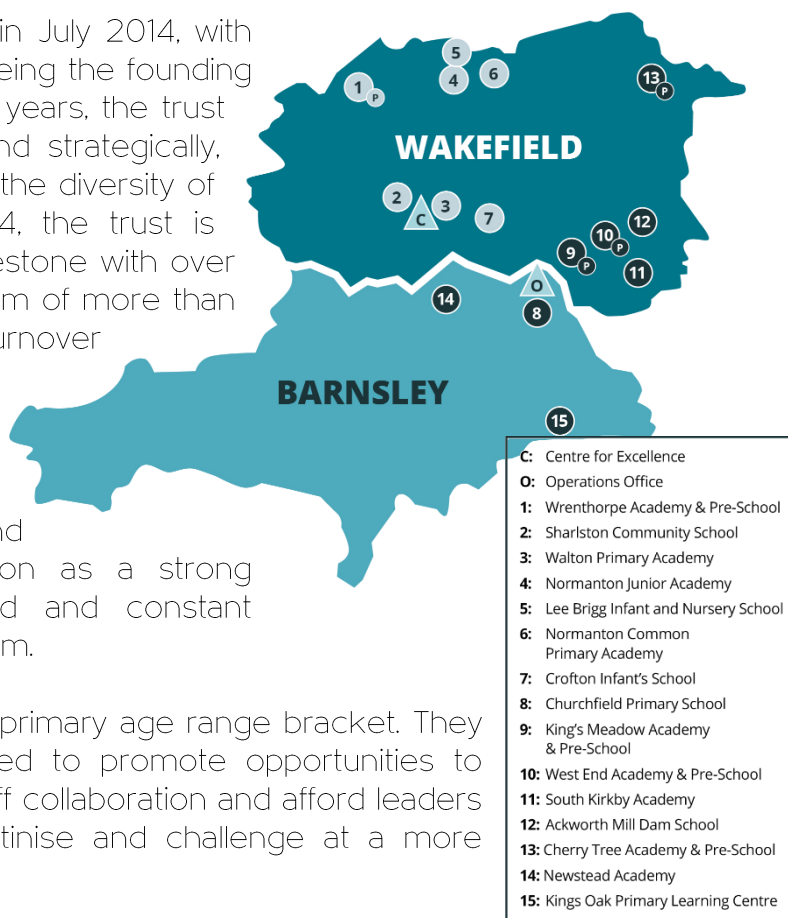
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About Us

The Trust was established in July 2014, with Walton Primary Academy being the founding member. Over the last ten years, the trust has grown appropriately and strategically, not only in size, but also in the diversity of offer. By the end of 2024, the trust is projected to achieve a milestone with over 4,000 pupils enrolled, a team of more than 550 staff members, and a turnover in the region of £23million.

The trust operates across two key partnership areas, Barnsley, and Wakefield, and we believe is looked upon as a strong organisation and a valued and constant collaborator within the system.

All our schools fall into the primary age range bracket. They are geographically organised to promote opportunities to engage in hub activities, staff collaboration and afford leaders the ability to support, scrutinise and challenge at a more nuanced level.



An innovative approach to supporting our LA partners in Barnsley has resulted in the trust opening our first independent special academy in September 2023. Early indications are that these developments have been a great success, adding much needed capacity to the local offer and strengthening our relationships with LA partners.

In order to support our communities and ensure that our children get the best of starts to their education journeys, the trust has now opened four pre-school settings and has plans to open more in the coming years. We also have one new school in the process of joining the trust – Kings Oak Primary Learning Centre.

Our Vision, Values and KPIs

The trust prides itself on its shared vision and values, and truly believes them to be embedded across the organisation. All schools interested in joining the trust are encouraged to examine the vision and values and ensure that they align with the ones that they hold.



Our Pupils

The trust operates in some of the most underprivileged areas in the region, and indeed in the country. Some of our schools are situated in areas of high deprivation. As a trust we value and prioritise pupil voice, pupil health and well-being, as well as curriculum enrichment across the trust. By placing pupils' voices at the forefront of our work, we ensure that their unique perspectives, needs, and concerns are not only heard but also integrated into the decision-making process, fostering a sense of ownership and empowerment.

We provide a range of opportunities for children to participate in activities designed to enhance their experience of education in a Waterton school. This includes our elected Children's Parliament, who meet with the CEO and Headteachers to discuss their priorities for improvement. They received a letter of commendation from the former Prime Minister, Theresa May, for their outstanding work. Creativity is fostered through our arts network. Our roaming art gallery and our annual Waterton's Got Talent event offer all our schools the opportunity to showcase the work and talents of their pupils. This fosters creativity, and also engages parents and carers in celebrating the work of pupils across the trust. To promote healthy lifestyles, children are given multiple opportunities to compete in sporting events, including an annual gathering of all schools at our MATlympics event. Healthy lifestyles and nutrition are also promoted and encouraged through our Waterton Young Chef of the Year. Such experiences not only enrich our pupils' academic journeys but also contribute to their personal and social development.

Our aim is to ensure that every pupil in a Waterton school feels the benefit of being part of the trust, with their learning and experience of school being our number one priority. A snapshot of recent initiatives can be seen below.

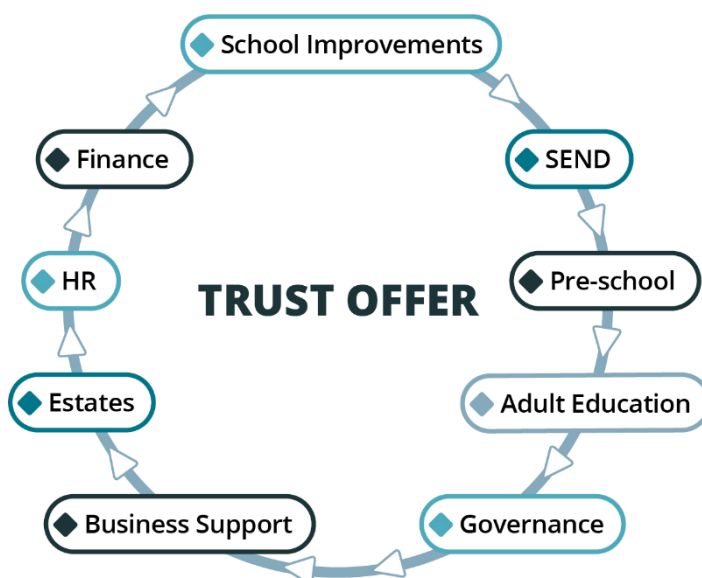
Enrichment



Trust Offer

As a trust, Waterton has statutory and ethical obligations in relation to supporting our academies, and we look to meet these through the delivery of our Trust Offer. The trust has invested significantly in creating a substantial central team, and it is through this team and key external partners that the trust offer is delivered.

To support its aims and meet its obligations, the trust provides each of its academies with access to the same trust offer. The offer is categorised into two main areas, the operations offer and educational offer. Access to the trust offer is an entitlement regardless of current Ofsted rating, financial position, size, or provision status. The level of support provided is tailored according to current need, however the entire offer remains accessible to all academies at all times.



At the heart of our offer is our commitment to ensure our academies can concentrate on their primary role of delivering outstanding teaching and learning through evidence-based practice. Our offer therefore looks wherever possible to drive school improvement through CPD, challenge and support, whilst simultaneously removing the business-based burdens that prevent headteachers and senior leaders from being in the classroom or involved in school improvement work.

The trust offer provides a range of services delivered or procured centrally in order to provide our academies with the best possible value. Central support is provided in the key areas of Safeguarding, Governance, School Improvement, Finance, HR, IT, H&S, Estates Management and Data Protection. In addition, schools will have access to legal advice and marketing initiatives as required. The delivery of the core offer brings with it a cost that is incorporated into each academy's operational budget and is an integral part of not only the Waterton funding model, but more importantly the school improvement model.

To read about impact in 2022-23, please read our annual report to stakeholders on the Trust website.



Our SEND Offer

We have made key developments in our SEND offer since the appointment of our Head of SEND and Inclusion.

Inclusion and inclusive practices have always been at the forefront of our approach but adding this post to our existing structure has ensured that a tight focus and continuous cycle of development drives us forwards.



The Head of SEND and Inclusion is responsible for ensuring that children across all our academies are effectively supported to ensure that they thrive and achieve their full potential. This includes ensuring that early identification of needs is in place and that high quality provision meets individual and group needs within this cycle. In addition to this workforce development across all levels is a key focus.

Our professional development networks ensure that collaboration is the key. We have partnered with key stakeholders within the field of SEND and Inclusion to support our development. Part of this approach is a package of development led by the Head of SEND and Inclusion and David Bartram OBE.



A key development in this approach has been our development of our specialist settings. This work has been advanced significantly by our Inclusion Manager who is based at Churchfield Primary school. Our first specialist SEN unit is based at this setting and has shaped the model for our specialist settings.

In September 2023 we opened Newstead Academy, our first specialist school. We are extremely proud of our work in this area and the high-quality offer that our pupils receive. We are keen to drive this forward even further through our constant cycle of evaluation, reflection, and improvements.

We have a keen interest in developing this offer wider to work with our partnership Local Authorities to offer placements for children who require the environment that our settings provide.

Job Description – Deputy Headteacher

Job Title	Deputy Headteacher
Reporting to	Headteacher
Grade	L9 – L14

Key Job Purpose	<ul style="list-style-type: none"> • Work with the headteacher to provide strategic leadership and vision that promotes the achievement and wellbeing of the children and the continuing professional development of the staff. • Provide leadership, development and management of the teaching and learning of all pupils; to take a lead role in the monitoring and evaluation of standards across the whole school and to be a leading professional actively promoting effective teaching and learning practices across the school. • Network and liaise across the range of colleagues within Waterton Academy Trust, external providers, schools, community and coordinator networks, to ensure a consistency of approach regarding standards, assessment, support, transition and high-quality learning and teaching. • Take responsibility for child protection issues, as appropriate. • Deputise in the headteacher’s absence. As deputy head teacher, you will be required to meet the general requirements of this post as specified in the School Teachers’ Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the head teacher.
Strategic direction/ Shaping the future	<ul style="list-style-type: none"> • Support the headteacher in: <ol style="list-style-type: none"> a) Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all. b) Demonstrating the vision and values of the school in everyday work and practice. c) Motivating and working with others to create a shared culture and positive climate. • Assist the headteacher in the ongoing and annual review of standards of leadership, and of teaching

	<p>and learning, in both specific areas of responsibility and across all areas of school provision.</p> <ul style="list-style-type: none"> • To further develop current assessment systems so that they monitor progress and attainment of all pupils, in all curriculum areas, including vulnerable groups. • Develop and implement policies and practices, which reflect the school’s commitment to high achievement and are consistent with national and local strategies and policies. • Promote high expectations for attainment. • Establish plans for the development and resourcing of specific areas of responsibility where necessary and evaluate progress made and impact. • Work with outside agencies and stakeholders to inform future action. • Contribute to the development of effective organisational and administrative systems which support the aims of the school.
<p>Leading Learning and Teaching - development and enhancing the teaching practice of others:</p>	<ul style="list-style-type: none"> • Work with the headteacher to raise the quality of teaching and learning and pupils’ achievement, setting high expectations, monitoring, and evaluating effectiveness of learning outcomes. • Take responsibility for the analysis of key school performance data, to ensure priorities are appropriate and improvement in standards is promoted. • Provide regular feedback for colleagues in a way that recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible impact on students learning. • Develop whole staff, key stage teams and individuals to enhance performance: <ol style="list-style-type: none"> a) Undertake coaching and mentoring. b) Plan, organise and deliver staff meetings, where necessary bringing in outside speakers. c) Keep abreast of the latest developments in the area and disseminate effectively to other members of staff. • Plan, delegate and evaluate work carried out by teams and individuals. • Be part of the recruitment and selection process of teaching and support staff.

	<ul style="list-style-type: none"> • Ensure effective strategies and systems within the School Behaviour Policy are in place and implemented to support the needs of individual pupils and promote high standards of behaviour. • Promote the use of ICT to enhance and extend pupils learning. • Strategic leadership of the curriculum and curriculum leaders.
<p>Securing Accountability</p>	<ul style="list-style-type: none"> • Support the governing body in meeting its responsibility to account for the performance of the school. • Work alongside the headteacher to secure improvement through Performance Management; take responsibility for the performance management of identified staff. • Use a range of data sources to set realistic, yet challenging, targets for pupils, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes. • Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary. • Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes. • Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans that encapsulate key school learning strategies. • Evaluate the quality of teaching and standards of achievement, setting targets for improvement.
<p>Resource Management</p>	<ul style="list-style-type: none"> • Work with the headteacher to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation. • Work with the headteacher to ensure the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment. • Secure and allocate resources to support effective learning and teaching within subject area(s). • Monitor and control the use of resources and budget according to the school’s agreed financial procedures.

<p>Developing Self and Working with Others</p>	<ul style="list-style-type: none"> • Work with the headteacher to build a professional learning community, which enables others to achieve. • Support staff, within the whole school, in achieving high standards through effective continuing professional development. • Implement successful performance management processes with allocated team of staff: a) Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture. b) Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities. c) Acknowledge the responsibilities and celebrate the achievements of individuals and teams. d) Develop and maintain a culture of high expectations for self and others. e) Regularly review own practice, set personal targets and take responsibility for own professional development.
<p>Strengthening Community</p>	<ul style="list-style-type: none"> • Work with the headteacher to engage with the internal and external school community to secure equity and entitlement. • Contribute to policies and practices which promote equality of opportunity and tackle prejudice. • Work collaboratively at both strategic and operational levels with parents and carers, and across multiple agencies, in order to promote the wellbeing of children and families and to ensure pupils meet their full potential. • Promote positive relationships and collaborate with colleagues across Waterton Academy Trust in order to share expertise and bring positive benefits to all schools. • Contribute to the development of a curriculum which provides pupils with opportunities to enhance their learning within the wider community.
<p>Specific Duties for Deputy Headteacher</p>	<ul style="list-style-type: none"> • To provide professional leadership and management of areas of the School Development Plan as agreed, on an annual basis, with the headteacher. • To take an active role in the School Senior Leadership Team, contributing to the development of identified areas leading to high standards of

	<p>teaching, effective use of resources and improved standards of learning and achievement for all children.</p> <ul style="list-style-type: none"> • To lead the Performance Management of teachers and support staff. • To identify and pursue leadership and management development opportunities (to be agreed and negotiated with the headteacher/governors who will give full support throughout). • Be responsible as Designated Lead for Safeguarding of pupils and staff (DSL). • Be responsible as Inclusion Lead for improving outcomes for pupils with SEND and those who are disadvantaged. • To ensure the safety, welfare and pastoral care of all pupils. • To play a full role within the life of the school community, support its ethos and encourage all stakeholders to follow this example. • Undertake any other duty as specified by the SCPCD.
<p>Additional information</p>	<p>Duties will vary according to the needs of the school. The specific focus for the Deputy Headteacher’s work programme will be negotiated and agreed at the beginning of each performance management cycle. In addition to the above and specified responsibilities, the postholder will carry out any other reasonable duties relevant to the role as determined by the headteacher.</p>
<p>Characteristics of the Post</p>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the UK • Evidence of essential qualifications • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</p>

	Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.
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Person Specification – Deputy Headteacher

AF: Application Form

OT: Occupational Task

CQ: Certificates/Qualifications

P: Presentation

I: Interview

R: Reference

Qualification	Essential	Desirable	Assessed
Qualified Teacher Status	X		AF/CQ
First Degree or Equivalent	X		AF/CQ
Evidence of further professional development. For example, NPQSL, NPQH, the National Award for SEN Co-Ordination.		X	AF/CQ/I
Knowledge and Understanding	Essential	Desirable	Assessed
Substantial primary teaching experience	X		AF/I/R
Experience of whole school curriculum management or SEND management leading to school improvement	X		AF//I/R
Excellent classroom practitioner	X		AF/I/P
A strong commitment to inclusion with high expectations for all learners	X		AF/P
Highly successful experience of leading and managing whole school developments in a number of areas regarding teaching and learning and raising standards of attainment and achievement across the school	X		AF/I/R
Able to talk about characteristics of effective primary teaching and learning strategies used to raise pupil attainment and achievement	X		AF/I/R/P
Good understanding and use of assessment, including target setting and tracking. Evidence of a) Excellent analysis of data, its interpretation and presentation, and b) Knowledge and understanding of the range of performance data to inform future planning and development	x		AF/OT/I/P
Understanding of effective techniques and policies for behaviour management	x		AF/OT/I/P
Knowledge and experience of up-to-date developments in IT and E-Learning for teaching and management purposes.	x		AF/OT/I/P
A good understanding of the requirements of transition between key stages.		x	AF/I

Leadership and Management	Essential	Desirable	Assessed
Senior leadership and management experience	X		AF/I/R/P
A good understanding of whole school issues	X		AF/I/R/OT
Experience of planning for change, development and improvement	X		AF/I/R/P
The ability to set high and clear expectations, to hold others accountable for performance and the contributions they make to the school community	X		AF/I
Ability to set and meet challenging targets for pupils and the school and to enable others to do this	X		AF/I/R/P
Ability to analyse, prioritise and meet deadlines	X		AF/I/R/P
Experience of conducting staff induction, mentoring and performance management	X		AF/I/R/OT
Experience of whole school self-review and evaluation	X		AF/I/R/OT
Commitment to supporting community/external agencies involvement in school	X		AF/I/OT
Able to demonstrate leadership qualities and people management skills	X		AF/I/R
Able to motivate, promote good relationships and effectively communicate with all stakeholders	X		AF/I/R
Experience of having led whole school initiatives	X		AF/I/R/P
Commitment to safeguarding and promoting the welfare of all	x		AF/I/OT/P
Knowledge of the role of Governors		x	AF/I
Personal Qualities	Essential	Desirable	Assessed
Creative, enthusiastic, motivational and proactive, keen to embrace new ideas and challenges	X		AF/I/R/P
Approachable, caring and empathetic	X		AF/R/I
Works well as part of a team with a good sense of humour	X		AF/I/R
Flexible, listens and is prepared to seek advice and support	X		AF/I
Demonstrates a concern for the pastoral and spiritual welfare of all in the school	X		AF/I/R/OT/P

Committed to continuing professional development for self and others	X		I/P/R/OT
Committed to active parental involvement	X		AF/I/OT/P
Able to deal sensitively with people and resolve conflict	X		AF/I/OT/P
Commitment to making learning engaging	X		AF/I/R/P

Next Steps

Further Details

Interested candidates are welcome to visit Walton Primary Academy. In order to arrange a visit, or for further information about the post, please contact the school office on 01924 255960, or email waltonschooloffice@watertonacademytrust.org

To Apply

Please submit applications via the below link:

<https://mynewterm.com/jobs/141282/EDV-2024-WPA-31781>

Selection Timeline

Closing Date: Monday 27th January 2025 - midday

Shortlisting: Wednesday 29th January 2025

Interviews: W/C 3rd February 2025

Start Date: ASAP no later than April 2025

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.

An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. 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 interview.

This post is covered by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If successful you will be required to apply to the Disclosure and Barring Service (DBS) for a 'disclosure'. Information provided by you or the Disclosure and Barring Service will be dealt with in a confidential manner in accordance with the DBS's Code of Practice.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

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.