



**Headteacher**  
**Deykin Avenue Junior & Infants School**  
**Information pack**



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## Our vision

The vision for the Trust clearly articulates the need to think of our learning family as one. Through the individuality of each school and the uniqueness each school brings to the family, we must ensure that all children in our care have a greater equality of experience, and enable all leaders, teachers, governors, support staff, parents and children to understand what being part of “One Trust” means for them. Working together as one trust should ensure effective practice across the MAT, ensure how we improve is evidence-based, lead to economies of scale in terms of time, resources and speed of school improvement and enable staff to work within clearly defined values that are common across the Trust.

Together we are stronger





# Welcome

## Welcome from the CEO, Richard Gill CBE



**We are all driven by our commitment to our children, our schools, and our communities.**

*ATLP is a learning family of 15 primary schools, 6 secondary schools, an all-through AP, with a new free school for primary phase due to open in September 2024.*

*The last 8 years has seen a successful growth strategy from the starting point of 3 secondary schools and 4 primary schools working in relative isolation to the current arrangement of strong collaborative partnership working, sharing resources and expertise across our schools in order to maximise pupil outcomes.*

*In addition to our family of schools, we also offer Initial Teacher Training through our SCITT. This plays an important role in the supply of the next generation of teachers within the Trust and beyond. We are also coming to the end of a very successful 3-year designation as the Teaching School Hub for North Birmingham and are very hopeful to achieve a second period of designation. We are outward-facing, true believers in system leadership where we feel responsible for all children and, as such, frequently engage in school improvement work beyond the Trust where our work is recognised by others, including the DfE.*

*In recent years we started, and now continue to embed, our centralisation agenda bringing HR (including payroll), finance, estates and operations under the direct leadership of the Trust. This has started to enable headteachers to concentrate more on what they know best, learning and teaching, and has allowed us to bring about greater capacity and efficiency across our schools. The journey continues. There is more to do.*

*I am immensely proud of what is being achieved across the partnership as we work together as One Trust, a vision where all ATLP colleagues can identify with and realise the benefits of working in an ATLP school, and where we live and espouse a culture of one learning family where we all have a responsibility for all our children through our actions, our values and our working practice. One vision, one family, one trust.*

*We now have a better understanding of the impact that the pandemic has had on our young people. The effects on attendance, students' mental and social health, behaviour and attitudes, as well as their learning, have been well publicised. We have a responsibility to ensure that we are able to educate our children and young people so that there are no gaps in skills and knowledge and to work with our partners in social care to provide for our children so they can thrive and lead happy, healthful lives.*

*I am delighted that you are interested in this exciting opportunity to join the Arthur Terry Learning Partnership. You will need to write a fresh and individual application to us. If we get the slightest hint it is formulaic, your application will not get past first sift. The schools which we serve mean too much to us.*

*The role of Headteacher is critical and never more so as we begin the next stage of the Trust's development. You will walk alongside our headteachers, senior leaders and staff teams across our family of schools. You will be collaborative, strategic, have emotional intelligence and be able to coach, mentor, challenge, and support.*

*We are ambitious. Trustees share that ambition. Children only get one chance and our partnership working and child-centred ethos is infectious, driving all involved to make a difference and give all our young people the very best start in life.*

*You will join the Senior Leadership Team and will need to demonstrate that you, too, share our values. You must show the leadership qualities that can take all our school communities forwards. You must show the leadership qualities that can take all our school communities forwards. You must be able to develop others. You must be able to complement the team in driving the team further, for the benefit of our children, our families, and the communities we serve.*

*The successful applicant will make a significant contribution that will ensure the support given to our family of schools is the very best it can be. We know we can always improve, and we strive to do so. I hope this pack answers many, if not all, of the questions you might have and leaves you excited about the prospect of working with us.*

*With all good wishes,*

**Richard Gill CBE - CEO**  
The Arthur Terry Learning Partnership



CEO, Richard Gill with guests and speakers Richard McCann, Musharaf Asghar and Jaz Ampaw-Farr at the 2020 ATLP staff conference





# Strategic Lead Welcome

Thank you for your interest in Deykin Avenue Junior & Infants School, and a warm welcome from everyone connected with the school.



**Mrs Jenny Maskell**  
**Strategic Lead**

This is a truly fantastic opportunity to join a school which is on an exciting journey of change and development. We are looking for a leader with a strong vision for the future and the passion to bring about rapid improvement.

As Deykin Avenue begin their journey with the Arthur Terry Learning Partnership, we are looking for a leader who values collaborative working and will foster links across the south hub of schools and wider ATLP. These links will support the work of the leaders within the school and offer great opportunities to the team at Deykin Avenue.

We welcome applications from ambitious, skilled leaders who share our ethos of 'Children at the Heart of Everything we do' and are driven by improving life chances for all our children.



We want all of our children to develop as STARS. That is, we want them to be:

**S**uccessful (they can achieve anything – nothing is too hard or too difficult to achieve)

**T**olerant (they respect other people's beliefs, religions and differences – they accept that all human beings are different and respect these differences)

**A**mbitious (they have high expectations for what they want to achieve, eg, a career they would like to aim for when they are adults)

**R**esilient (if they do not succeed at first, they keep on trying – never give up)

The staff in school are committed to these core values which will help us to deliver the vision statement.





## Enhancing Opportunities for all

**Learning Futures is a scheme where every pupil, teacher and member of support staff, in every ATLP school will receive an iPad. Whether at school or at home, our young people will be able to learn, study or research – enhancing opportunities for all.**

Learning Futures forms the third part of a wider strategy; the other two elements being the development of an innovative ATLP Curriculum and investment in our pedagogy. Education Technology will be immersed into learning and teaching to enhance current practice.

In addition, we know that learning doesn't just take place in the classroom, but at home, and that our young people's families play an important role in supporting their children with their education. Learning Futures will bring the resources of the classroom into our pupils' homes, providing a tool for parents and pupils to use together to drive progress.

Finally, Learning Futures prepares our young people for their next steps. Our students will be prepared for the rapidly evolving technological landscape. Technology, used as part of students' every day learning, will equip our children with the tools required for life in the future. Our alumni will not only be keeping up with a technologically dynamic society, they will be the ones setting the pace.

### July 2022

- Pilot and Phase 1 staff receive iPad
- Communication shared with ATLP schools

### October 2022

- 'Digital Transformation' inset day for all staff involved in the Pilot and Phase 1 roll out
- 'Top 5 for the digital classroom'

### April 2023

- Phase 2 staff receive iPad
- CPD time dedicated to Apple Teacher programme

### September 2023

- Phase 2 schools join the roll-out

## ATLP Digital Transformation Roadmap

### September 2022

- Slade, William MacGregor and Mere Green Primary schools launch the Pilot
- CPD time dedicated to Apple Teacher Programme
- Set of iPads provided for EAL children at each school

### January 2023

- Phase 1 schools join
- Primaries: Brookvale & Coton Green
- Secondaries: Nether Stowe, Coleshill and Arthur Terry

### Summer Term 2023

- CPD time dedicated to our digital transformation
- 'Top 5 for the digital classroom'

### September 2023

- West Coventry Academy and Hill West join the roll-out when new builds are completed

## Top 5 for the digital Classroom

### 1 Explanation & Modelling

Explanations and modelling are the foundations of effective teaching. Digital technologies give teachers the ability to model in new ways and provide opportunities to highlight how experts think as well as what they do.

### 2 Classroom Management

Classroom is an essential app that will be at the centre of the digital classroom. At the tips of the fingers, teachers have the ability to lock all (or individual) student devices, navigate students to a specific webpage or application, track student progress or share high-quality work.

### 3 Assessment

Technology has the potential to improve assessment and feedback, increasing the speed and efficiency to which teachers can use information from assessments and how pupils act on it, in turn reducing teacher workload. Utilise apps such as Socrative, Forms, Kahoot! and more as part of your routine to supplement and enhance assessment in the classroom.

### 4 Accessibility

Each child has different educational needs and catering to them can be a challenge. With accessibility features, you can support the vision, hearing, motor skills, learning and literacy needs of learners. Built-in features help learners stay on task, hear descriptions of what's on screen, accurately translate text and much more.

### 5 Workflow

Showbie is an effective workflow system, designed to be used by teachers to assign, collect and mark students' work in a time-saving and effective manner. Showbie allows teachers to organise and distribute work effectively. Students can respond interactively: the app allows them to write, type or voice record directly on the page. Students can also submit work to Showbie virtually from any other app. As seen in our pilot schools, Showbie has drastically reduced time spent printing (1hr:30 per week) and increased learning time in lessons (5 mins per lesson).



**Our alumni will not only be keeping up with a technologically dynamic society, they will be the ones setting the pace.**





# Benefits & Rewards



1. Retail Discounts
2. Cashback
3. Cycle to work Scheme
4. Childcare Voucher Scheme
5. Dental Insurance
6. My Gym Discounts
7. Salary Finance
8. Car Benefit Scheme
9. My Resources

**We are committed to ensuring our employees feel valued, appreciated and the heart of what we do.**

We have a number of core benefits which include competitive rates of pay, access to a contributory pension scheme relevant to your role; enhanced parental leave policies to support parents and carers, enhanced annual leave, additional Professional Development and Wellbeing day. In addition, as a Teaching School Hub, we offer tailored Continuous Professional Development (CPD).

Many schools have implemented their own staff recognition schemes including breakfasts, feel good Friday, Wellbeing Wednesday and thank you cards to show appreciation.

## Professional Development

**We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning. We have a school improvement team and as a Teaching School Hub have access to the latest, innovative developments in Teaching and Learning.**

We listen to what your career aspirations are and how we can support you within your role. There are a range of learning and development paths such as:

- Professional qualifications Diplomas
- Masters
- Apprenticeships

In addition, through are Teaching School Hub, there is access to a wide range of National Professional Qualifications (NPQs).

[arthurterryteachingschool.atlp.org.uk/](http://arthurterryteachingschool.atlp.org.uk/)

In addition to 5 training days per academic year, we offer 2 additional Professional Development Days and 1 Wellbeing day.

## Learning & Development

In order for us to deliver our ambitions, we know the importance of continuous learning and development. We listen to what your career aspirations are and how we can support you within your role. There are a range of learning and development paths such as: Safeguarding E-ACT is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and all appointments are subject to enhanced Disclosure & Barring Service (DBS) checks and satisfactory references. Join us! If you want to be part of something big and develop your career, visit our website for more details. [www.e-act.org.uk/work-for-us](http://www.e-act.org.uk/work-for-us) > Professional qualifications > Diplomas > Masters > Apprenticeships.

## Flexible Working and family friendly policies

We offer a wide range of flexible working arrangements and family friendly entitlements like paid parental leave to support our employees to balance work with their family commitments.

## Contributory Pension Scheme

We offer 2 pensions schemes; Teachers Pensions Scheme – for every £1.00 you pay into the scheme we pay £23.60 into your pension pot.

Local Government Pension Scheme

- for every £1.00 you pay into the scheme we pay £23.60 on average £21.00 into your pension pot.

(These rates are decided by the Pension Schemes)

[www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)  
[/www.lgpsmember.org/](http://www.lgpsmember.org/)

## Appraisal with a difference!

Our appraisal system focuses on supporting our employees to be the very best they can be so they can support the school/service to achieve its priorities. There are no set targets and we work on the assumption that everyone will be successful.

We put staff at the heart of what we do so they can put children at the heart of what they do.

## Enhanced annual leave

We offer enhanced annual leave and concessionary days to all support staff as follows;

25 days leave: up to 5 years service

28 days leave: up to 10 years service

30 days: over 10 years service

In addition to 8 Public Holidays, we also offer 4 concessionary days

So leave can range from 37 to 42 days.

## Apprenticeship Levy

As a large employer we pay into the Apprenticeship Levy fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

For more information on how the Apprenticeship Scheme works visit [www.gov.uk/become-apprentice](http://www.gov.uk/become-apprentice)



- 24/7 access to qualified counsellors
- Up to 8 face to face counselling sessions
- Dedicated menopause support service
- Mental advice for leaders
- Range of online advice and resources & podcasts
- Financial wellbeing & debt advice
- Fast access to all resources via the Care Platform
- Access to the Together All Community Support app





Children lie at  
the heart of  
everything we do



# Slade Primary School Trust

Strategic Objectives 2021 – 2024



## Quality services

Our family of schools will receive high quality central services



## Teaching excellence

Our children will receive a high-quality education through a forward looking curriculum and excellent teaching



## Supportive care

Our children (and families) will have access to strong academic and pastoral support



## Financial security

Our schools will have a strong and sustainable financial future



## Clear communication

Our communication with stakeholders will be effective



## Inclusive culture

Our culture will be positive and inclusive across our learning family



# ATLP MAT-wide School Improvement strategy

Our aim is to develop leadership and teaching, share and align best practice and engage in research to ensure evidence informed practice drives school improvement.

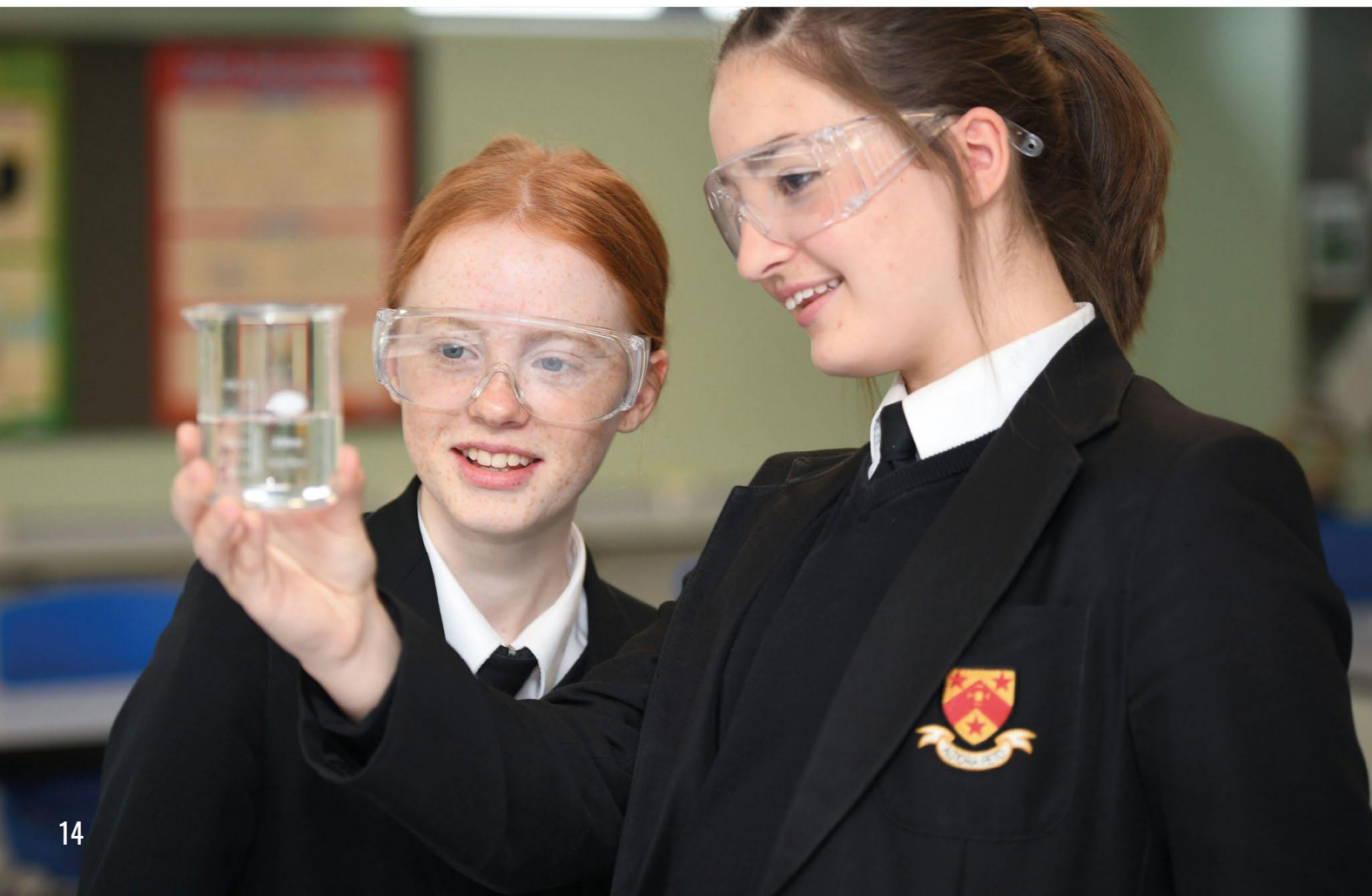
Each ATLP school is unique and serves a distinct community. This is central to our approach to School Improvement. The ATLP will therefore seek to ensure that its School Improvement model is developed collaboratively with the aim of developing and implementing:

- A vision of the very highest expectations that all stakeholder groups support
- A clear implementation model based on the principles of Leverage Leadership
- A Trust-wide Quality Assurance System that the SIT apply consistently
- Our strategy, alongside our leadership teams, middle leaders and teachers, with the School Improvement Team (SIT) builds teacher and leadership capacity and drives a culture of learning in all our schools.

The School Improvement Team will ensure that a rapid and sustainable programme of improvement takes place in all our schools based on the principles of Leverage Leadership, resulting in strong outcomes for all students.

They will develop, implement and evaluate policies and practice, specifically those which focus on school improvement, and leadership development promoting collective responsibility for implementation which in turn may lead to agreed Trust models of working.

## We use the EEF Implementation Cycle for a framework for our school improvement:



The Trust will ensure that all of its academies will embrace the very highest expectations in respect to:

- Student Culture
- Curriculum Design and Delivery
- Safeguarding
- Inclusion
- Personal Development
- Academic Success
- Attendance
- Enrichment

OUR YEARLY CORE OFFER:

- SPR (SCHOOL PERFORMANCE REVIEW) at least three times a year
- A half-termly visit from an external School Improvement Partner (SIP)
- PP review
- SEND review
- Safeguarding review
- Termly - Trust Around the School Meeting – HR/Estates/Finance/Education
- Regular 'Deep Dives' in each of our schools
- Bespoke collaborative working with a named person from the SIT on an area of particular need.



# Job Description

## Headteacher



### Grade

Leadership Scale L15-21  
(£66,626-£77,194 per annum)

### Contract

Permanent

### Disclosure Level

Disclosure Barring Service –  
Enhanced Certificate  
(external applicants)

### Responsible to

Strategic Lead

### Liaison with

School staff, Directors of  
Education, executive team,  
advocates, trustees, school  
improvement team,  
parents/carers, external  
agencies

*The Headteacher shall carry out the professional duties as described in the School Teachers' Pay and Condition Document (STP&CD).*

#### Strategic Responsibility

To support the Strategic Lead and Director of Education to secure success and improvement, ensuring high quality education and improved standards of learning and achievement for all students.

To lead school improvement through the championing of outstanding teaching, learning, and assessment.

To contribute to and provide leadership and management of the leadership team, staff, and students.

To ensure a high-quality school experience for all students, securing desired outcomes.

To implement as positively and fully as possible the vision and key objectives of the ATLP Business Plan.

To promote and embody the 'One Trust vision' so that it is always at the core of school/trust improvement work ensuring children are at the heart of everything we do.

#### Duties and Responsibilities

##### Strategic direction and development of the school

To contribute to the development of a strategic view for the school in the community and plan for its future needs and further development. This will be undertaken within the context of, and supporting, the ATLPs Business Plan.

To contribute as a senior member of the school leadership team to the establishment of a shared vision for the school; the support and continuation of the Trust ethos which promotes effective teaching and learning, which sustains improvement in the development of all students; and the development and implementation of a strategic plan.

To be an ambassador for the school and the Trust in the wider community, ensuring that the school is the preferred choice for local parents. To skilfully and continually enhance the school's reputation both directly (through marketing and promotion) and indirectly (through school improvement).

##### Strategic direction and development

To continue to develop, promote and ensure implementation of the School Improvement Plan.

To produce short, medium, and long-term plans to develop the school in relation to:

- o the aims of the school and its policies
- o targets for realistic but challenging improvements
- o Quality Assurance.

##### Teaching and Learning

To secure and sustain effective teaching and learning, monitor, and evaluate the quality of education and standards of students' achievements and use benchmarks and set targets for improvement.

Plan and monitor the quality teaching and learning across the school.

Ensure that teachers are clear about teaching objectives, understand the sequence of teaching and learning within their curriculum areas and communicate this to students.

Support and provide guidance for colleagues to select the most appropriate teaching and learning methods and resources to meet the needs of the full range of students.

To help to implement clear policies and practices for assessing, recording, and reporting on student achievements in line with school/Trust policy.

Evaluate the teaching within all areas in the school; use this analysis to identify effective practice and areas for improvement.

##### Managing the Organisation

Develop effective relationships and communications with parents and the local community which underpin a professional learning community that enables everyone in the school to achieve.

Provide effective organisation and management for the school and seek ways of improving organisational structures and functions based on rigorous self-evaluation.

Work with the Operations and Estates team to ensure that the schools buildings meet the needs of the curriculum and health and safety regulations.

Develop and oversee all extra-curricular activities to achieve a varied offer of extended provision in the school.

Implement established school policies and collaboratively review and make recommendations for change.

Ensure evidence-based improvement plans promote continuous school development linked to the schools Self-Evaluation.

Keep the Strategic Lead fully informed of any critical need if it affects the smooth operation of the school and the educational experience of the pupils.

##### Accountability

The Headteacher will support the Strategic Lead and account for the efficiency and effectiveness of the school to the Director of Education, Advocates, Trustees, students, parents, staff, and other members of the local and wider community. This will include effective communication and accountability for the school.

##### Securing Accountability

Develop the Partnership ethos which enables everyone to work collaboratively.

Ensure individual staff accountabilities are clearly defined, understood, and communicated.

Ensure compliance at every level with school policies and procedures.

Ensure every child has access to high quality teaching and learning, in a safe and stimulating learning environment

##### Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation).

##### Staffing

To monitor and maintain standards of performance through line management of staff including staff in adherence with ATLP policies and procedures.

To create a learning and development plan for the team.

To demonstrate a positive working style with a committed and flexible attitude.

Promote the importance and benefits of effective team working and well-being. To work closely with the HR team to proactively manage and mitigate any staffing issues.

To carry out annual appraisals and performance reviews of those you line manage.

Ensure that all members of the team show due diligence in carrying out

##### Safeguarding and Data Protection

Work within the requirements of Data Protection legislation at all times.

Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.

Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.

Embed a safeguarding culture within the Technology team, ensuring they follow safeguarding procedures.

##### Additional conditions

- Create and maintain positive and supportive relationships with staff, parents, business, community, and all stakeholders.
- The post-holder will be expected to undertake any appropriate training provided by ATLP to assist them in carrying out any of the above duties.
- The post-holder will be required to promote, monitor, and maintain health, safety, and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
- To take responsibility for becoming familiar with academy policies and abide by them.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order. <https://www.gov.uk/government/collections/dbsfiltering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.



# Headteacher Person Specification



Criteria		M.O.A
<b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> <li>NPQH</li> <li>Evidence of continuous professional development</li> </ul>	AF/ Certificates
<b>Technical</b> - the demonstration of specific skills and/or knowledge	<ul style="list-style-type: none"> <li>A track record of leading and improving outcomes for children</li> <li>Skilled in monitoring and evaluating standards of attainment, teaching, and learning and be able to create clear action plans to ensure that all children reach their highest potential</li> <li>Demonstrates a deep understanding of child protection and safeguarding and show evidence of successfully managing concerns and allegations</li> <li>Experience of implementing strategies for re-motivating disengaged learners in schools, improving attendance, behaviour and pupil performance</li> <li>Experience of leading innovation and change management, a successful innovator of school improvement that has impacted positively upon pupil outcomes</li> <li>Understanding of pupil motivation, engagement, behaviour and attitudes towards learning</li> <li>An effective communicator, both internally with staff and pupils and with parents/carers, and the wider community</li> <li>Experienced with OFSTED as a senior leader in a school</li> </ul>	AF/I
<b>Ability</b> - the aptitude or potential to perform to the required standard	<p>Be able to lead an inclusive culture that promotes excellence, equality and sets high expectations for staff and pupils and who understands the importance of providing broad and balanced opportunities to develop the whole child</p> <p>A strong understanding of the schools' sector and education more broadly, with a strong grasp of contemporary issues</p> <p>The credibility to command the respect of, and influence, colleagues</p> <p>To be able to think strategically and develop this thinking into successful outcomes</p> <p>The ability to add value through effective leadership, vision and influence</p> <p>Ability to challenge underperformance</p> <p>An appetite to seek out and develop innovative practices in education</p> <p>Be able to make strategic decisions whilst recognising the need to delegate and develop staff to maximise effectiveness and impact</p> <p>Believes that education should be enjoyable and a fun environment as we strive for outstanding performance</p>	AF/I/T

Criteria		M.O.A
<b>Values/ Behaviours</b> - the actions and activities that people do which result in effective performance in a job	<ul style="list-style-type: none"> <li>We believe that all pupils can achieve in spite of their circumstances or other external factors and have an unwavering commitment to pursue successful outcomes for all</li> <li>We support the One Trust vision that children are at the heart of everything we do</li> <li>We champion the vulnerable</li> <li>We are committed to supporting our school communities to be inclusive, diverse and for there to be equality of opportunity for all</li> <li>We embrace and demonstrate a commitment to all students in our care to ensure we support them to be safe</li> <li>We are committed to maintaining the ethos and values of the ATLP whilst ensuring that all ATLP schools can meet the needs of their communities</li> <li>We are resilient in the face of challenge and comfortable with ambiguity and a changing landscape</li> </ul>	AF/I/T
Contra indicator	Positive disclosure relating to children or vulnerable adults	Disclosure Form to be completed prior to interview

A.F. = Application Form; I = Interview; T = Test or Exercise.





# What we can offer you

We recognise that successful people place value on a range of benefits associated with their careers including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. As your future employer we place importance on these aspects too.

- Leadership Scale L15-21 (£66,626-£77,194 per annum)
- Teachers' Pension Scheme
- The opportunity to join our team of leading education experts and propel your career to the next level
- Professional Development & Wellbeing Days
- Access to continuous professional development opportunities
- Employee Assistance Programme

# How to apply

**Closing date:**  
**Monday 26<sup>th</sup> February 2024**

**Interviews:**  
**Week commencing 4<sup>th</sup> March 2024**

To arrange an informal chat about the role and/or a school visit, please contact Jenny Maskell, Primary Strategic Lead,  
[jenny.Maskell@atlp.org.uk](mailto:jenny.Maskell@atlp.org.uk)

Applications must be made using the Arthur Terry Learning Partnership online application form.

Completed applications should include a supporting statement to outline how your experience, knowledge, skills, and behaviours align to the criteria in the person specification.

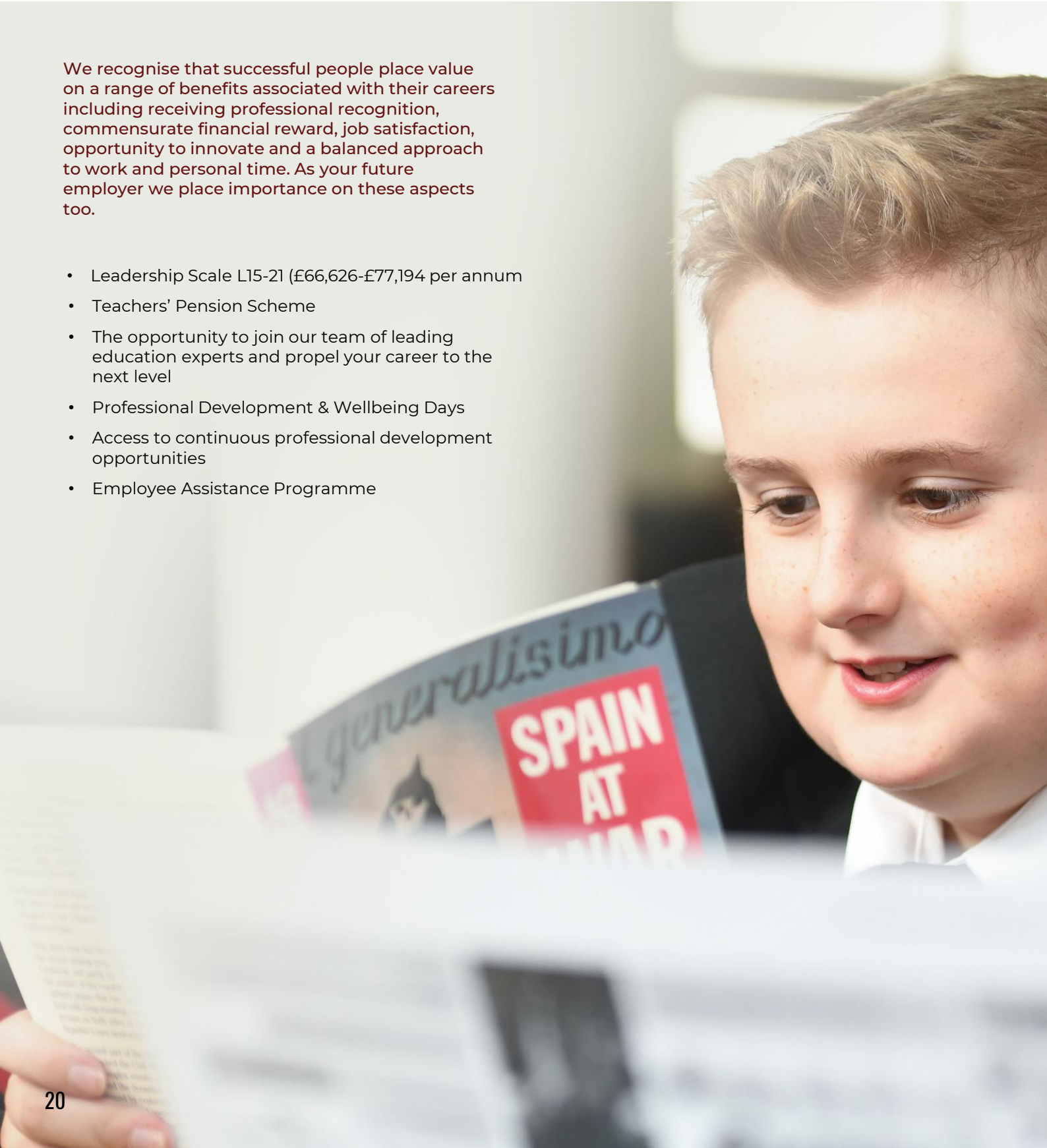
Your application should include full contact details (address, daytime, home, and mobile telephone numbers where applicable and email addresses) and details of 2 referees.

For each referee, please provide their name, position, organisation, telephone numbers and email addresses where known. One of these referees must be your current or most recent employer. If you do not wish us to contact referees at this stage, please make this clear

The Arthur Terry Learning Partnership (ATLP) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including enhanced DBS, prohibition check, qualifications (where applicable), medical fitness, identity and right to work. All applicants will be required to provide two suitable references which will be sought prior to interview. The ATLP is an equal opportunities employer.

We will carry out an online search about you for information that is publicly available online. This will include social media accounts you may hold. This will only be carried out on shortlisted candidates and before interview. This processing of data will be conducted under the legal basis of Article 6(e) public task in line with the guidance laid out in para 221 of Keeping Children Safe in Education (KCSIE) 2023. Any data collected during this search will be retained in line with our retention schedule which is available on request.

Please find a link to our safeguarding policy which we would encourage you to read prior to applying to work in our organisation [ATLP Safeguarding policy 2023/2024](#)



Students and staff from Brookvale Primary School collecting books for their new library





# Contact us

T 0121 592 0040  
 E [info@atlp.org.uk](mailto:info@atlp.org.uk)  
 W [www.atlp.org.uk](http://www.atlp.org.uk)

The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales, company number 07730920. Registered office: The Arthur Terry School, Kittoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ. CEO: Richard Gill NPQH, NLE, FRSA



Together we are stronger