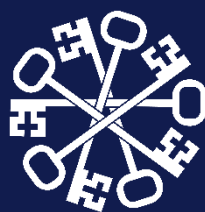




LONGTHORPE
PRIMARY ACADEMY

United in Diversity, Inspired for Life

Candidate Pack



Proud to be part of

**KEYS
ACADEMIES
TRUST**

About the School

At Longthorpe, our mission is 'United in Diversity, Inspired for Life.' This reflects our celebration of diversity, commitment to unity and focuses on inspiring children to achieve their full potential through an aspirational curriculum.

We value everyone and believe that we all have something we can learn from one another. Our mantra of 'Ready, Respectful, Safe' permeates every aspect of school life.

Longthorpe Primary Academy is situated to the West of Peterborough and is within walking distance of the city centre. We serve a wonderfully diverse community with 42 different languages at present and 16% of our cohort generate our pupil premium funding.

Longthorpe Primary Academy is part of Keys Academy Trust consisting of a group of five Peterborough schools: Longthorpe Primary, Nova Primary, Ravensthorpe Primary, Thorpe Primary and Jack Hunt Secondary. We work together to ensure pupil achievement, wellbeing and strive to provide the best experience for our pupils.

We are at an exciting phase of our journey following a very successful Ofsted inspection in April 2024. Our mission is to create an exceptional school which provides our children with the knowledge and skills they need to prepare them for the next phase of their education and beyond.

We are a diverse and happy school for children aged 4-11 years old. Our pupils are well behaved, eager to learn and enjoy all that school has to offer. We nurture children to be confident, independent thinkers who have a good sense of self-worth and belief in their own capacity to succeed alongside being effective learners; articulate, literate and numerate.

We encourage the children to have high aspirations of themselves, their achievements and futures. We want our children to be effective collaborators with a good range of communication and leadership skills, giving them the ability to clearly articulate their ideas and emotions, as well as consider those of others.

Children at Longthorpe will develop a strong sense of responsibility for their own learning, holding high aspirations of themselves, their achievements and futures. They will be effective collaborators with a good range of communication and leadership skills, giving them the ability to clearly articulate their ideas and emotions, as well as consider those of others.

We benefit from a low turnover of staff, all of whom are committed to having a positive impact on children's lives.

A strong home school partnership is integral to children's success and is highly valued; we encourage parents to take an active part in their children's education and we provide opportunities for this.



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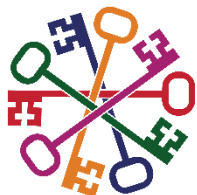
About the Trust

Our trust is a vibrant, diverse and ambitious group of five academies in the west of Peterborough. Formed in 2018, we are a trust which emerged from a strong but loose alliance of primary schools working with our large secondary school. I joined the trust as its first full-time CEO in September 2022 and have led work to improve how our schools work together, and in harmony with an experienced and ambitious central support team.

Our schools serve communities which have many similarities, but also significant differences due to the cultural and economic diversity of the city. We embrace and celebrate these differences through our key Trust value of inclusiveness. Whilst our schools work closely together, we ensure that each school retains a distinct identity within the trust.

Growing as a multi-academy trust has allowed us to use the expertise across our schools to meet our common goals and to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our vision is to unlock potential and create strong life chances for all the children we educate.

All in our trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in school, local and global communities and leave us as life-long learners, equipped to build on their success and contribute positively to our future.



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Job Information

Deputy Headteacher

Longthorpe Primary Academy

Salary: L11 – L15

Type of role: Permanent, Full-time

Closing date: 12 noon, Tuesday 17 June 2025

Interview date: TBC

Start date: 01 January 2026 or sooner (ideally September 2025)

Job Description

Main Purpose

Work in partnership with the Headteacher and Senior Leadership Team in shaping the vision and direction for the school, setting high expectations with a clear focus on pupil's achievement and assessment. Lead strategic and improvement planning for agreed school areas, to include Quality of Education and outcomes. As the Raising Standards Lead (RSL), produce reports and analyse data and work collaboratively. Support and challenge other members of the Core and Extended Leadership Team.

Qualities

- Uphold public trust in school leadership and maintain high standards of ethics, behaviour, and professional conduct always acting with professional integrity.
- Demonstrate exceptional leadership, leading with a moral compass.
- Build positive and respectful relationships across the academy community.
- Serve in the best interests of the school's pupils and families.
- Have excellent interpersonal, communication and organisational skills.
- Have high and rigorous expectations of the conduct of all.
- Notwithstanding issues of confidentiality and tact, act with honesty and transparency regarding your work.
- Be highly visible, approachable, collaborative and supportive.
- Be passionate about learning, teaching, assessment, and curriculum development.
- Always remain positive and be an excellent role model to staff, pupils and parents/carers in all aspects of professional life.
- Promote the academy's ethos.
- Have high standards of your own and the work of others to secure improvement, ensuring accuracy and attention to detail.
- Demonstrate a desire to improve your own practice and support staff to do the same.
- Seek training and continuing professional development to meet needs and support others.

Specific Responsibilities

General

- Support the vision, ethos and policies of the academy, and secure high levels of achievement.
- Support the creation and implementation of the school improvement plan within the national and local context, and to take sole responsibility for appropriately delegated aspects of it.
- Support all staff in achieving the priorities and targets which the school sets for itself, and to provide staff with support and guidance in implementing effective planning.

- Support rigorous evaluation of the effectiveness of the school's policies and developments with particular emphasis on the School Self Evaluation (SSE), contributing appropriately.
- Demonstrate the skills needed to lead staff to move the school forward to become exceptional in every way, promoting the vision, values and ethos.
- Promote equal opportunities within the academy in line with the implementation of the academy's equal opportunities policy.
- Take on any additional responsibilities which might be determined from time to time.
- Teach if required as directed by the Headteacher.
- Encourage high standards of behaviour from pupils, built on approaches and routines that are understood by staff and pupils and clearly demonstrated by all adults in academy.
- Use consistent and fair approaches to managing behaviour, in line with the academy's behaviour policy.

Quality of Education

- Establish and sustain high-quality teaching across all subjects and phases, ensuring that teaching is underpinned by subject expertise.
- Understand and apply the latest research into curriculum development, teaching, learning and assessment to secure aspirational outcomes.
- Ensure the use of evidence-informed approaches to curriculum development so that the curriculum supports life in the 21st century.
- Ensure the academy maintains an innovative and progressive curriculum that is supported by a vibrant programme of extracurricular and enrichment activities.
- Ensure the teaching of a broad, structured, and coherent curriculum gives clear opportunities for challenge and the progression of skills and knowledge so that children know more and remember more.
- Support staff in the use and range of new technologies to enhance efficiency in both an administrative and learning capacity in areas of responsibility.
- Develop curriculum leadership, coaching and mentoring colleagues as appropriate, to secure effective planning, teaching, learning and assessment of subjects across the curriculum.
- Monitor curriculum development plans for priorities, costings, and links with the school improvement plan, working closely with subject leaders.
- Ensure that parents/carers are well informed about the school curriculum, its targets, children's attainment and progress and their part in the process of improvement.
- Ensure that communication of the school's approach to teaching, learning, assessment and curriculum are clearly disseminated through all school literature and the website.
- Take the lead on monitoring the quality of teaching and learning by undertaking lesson observations, monitoring plans and pupils work and providing feedback, targets, advice and support.
- Develop a classroom environment and teaching practice which secures highly effective learning across the breadth of the National Curriculum.
- Provide a professional model, clearly demonstrating effective teaching, classroom organisation and displays, and high standards of achievement, behaviour and discipline.
- Be able to provide model demonstration lessons to other staff that exemplify high standards of teaching and learning, using instructional coaching.
- Be able to form positive relationships with children while maintaining excellent behaviour and classroom management.
- Support the Headteacher in developing links with parents/carers, other schools, educational institutions and the wider community, including business and industry, in order to enhance teaching and learning and children's personal development.
- Ensure that a high standard of education is maintained at all times for all children and that appropriate educational intervention programmes are implemented and kept under review.

Quality of Education – Assessment

- Lead on the whole-school assessment strategy, ensuring it is rigorous, well-evidenced and understood by staff, pupils and parents.
- Use valid, reliable, and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum.
- Track, analyse and interpret pupil performance data, identifying trends and paying particular attention to disadvantaged groups such as those who are pupil premium, using formative assessment to inform strategy and decisions.
- Set challenging targets for the school based on evidence.
- Provide training and support for teachers and support staff on administering the assessment system effectively.
- Analyse outcomes of statutory testing to identify trends in standards and achievement and advise the Headteacher on strategies for improvement.
- Lead Pupil Progress meetings, holding teachers to account whilst offering support to improve outcomes.
- In partnership with the Headteacher, act as overall Assessment and Raising Standards Lead (RSL).
- Lead the analysis of data and produce termly assessment reports for Trust, Governors, SLT and teachers and be the named Raising Standards Lead (RSL), working with the Trust RSLs.

Leadership and Management:

- Support the Headteacher in developing positive working relationships with and between all staff.
- Support the performance management process as required and use the process to develop personal and professional effectiveness. Hold staff to account and be able to conduct difficult conversations.
- Support the Headteacher in the appointment, deployment, and development of staff to make the most effective use of their skills, expertise, and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
- Allocate duties, timetables, and tasks to staff, both teaching and non-teaching.
- Provide, when necessary, advice and support to parents about their child's learning, development and needs.
- Deputise for the Headteacher in all aspects of the management, control, and discipline of the school.
- Act as 'critical friend' and provide effective professional challenge and support to the Headteacher.
- Take on specific tasks related to the day-to-day administration and organisation of the school.
- Establish and sustain the academy's strategic direction together with the Academy Committee, the wider Trust and through consultation with the academy community.
- Establish and oversee systems, processes, and policies so the academy can operate effectively ensuring all staff are held accountable for their implementation and success.
- As part of the Longthorpe CPD plan, arrange programmes of training for staff as necessary and provide particular support and induction to newly qualified teachers and teachers new to the school, including HLTAs, assigning a mentor and other actions which may be required.
- Ensure staff have access to appropriate, high standard professional development opportunities, including those led by yourself.
- Coach and mentor colleagues as appropriate to support improvement in their effectiveness.
- Promote opportunities for networking with other schools within the Trust and beyond the Trust.
- Ensure, alongside the Headteacher, that all staff work within the requirements of the Health and Safety at Work Act.

Additional and Special Educational needs (SEN) and disabilities

- Promote a culture and practices that enables all pupils to access the curriculum.
- Have ambitious expectations for all pupils with SEN and disabilities.
- Support the academy in working effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate.

- Support the academy to fulfil its statutory duties regarding the SEND Code of Practice.

Safeguarding

- Ensure that a high standard of physical and emotional care for all children is maintained and where necessary, to act as liaison with all external support agencies and train as a DSL if required.
- Demonstrate a clear commitment to safeguarding and promoting the welfare of children and young people at all times.
- Adhere to all school policies and procedures relating to safeguarding, child protection, behaviour, and confidentiality.
- Complete all mandatory safeguarding training and refresher courses as required.
- Report all safeguarding concerns promptly using the school's reporting procedures, including to the Designated Safeguarding Lead (DSL).
- Maintain professional boundaries and relationships with pupils, ensuring behaviour is always in line with the school's Code of Conduct.
- Contribute to a culture of vigilance where pupils' welfare is actively promoted, and concerns are addressed swiftly and appropriately.

Governance, accountability and working in partnership

- Provide the necessary information to advise, support, develop and work with the Local Academy Committee to enable them to meet their responsibilities.
- Report to the Headteacher, Local Academy Committee and other stakeholders, as required, against academy improvement priorities.
- Robustly lead the appraisal process, hold to account and support all identified groups of staff. In this context, undertake regular evaluation of staff progress towards agreed improvement objectives through the academy's appraisal and line management policies, practices, and procedures.
- Ensure that staff understand their professional responsibilities and are held to account.
- Work successfully with colleagues across the Trust, in partnership, for the benefit of all.

This job description sets out the main duties to be covered in respect of remuneration at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify Trustee consideration of revising the allowance remunerated.

The above represents the key priorities and accountabilities for the role of Headteacher, but it is not an exhaustive list. The postholder may be required to do other duties appropriate to the level of the role.

This job description may be amended at any time in consultation with the postholder.

Person specification

The successful candidate will meet the following person specification. Please note that the listed essential criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

	Essential	Desirable	Assessment Method
Qualifications & Training	Qualified teacher status. A good bachelor's degree. Evidence of continuous, relevant professional development for this post.	Leadership qualification, such as Masters, NPQSL/ NPQH or willingness to work towards one.	Application form, certificates
Experience	Excellent Classroom practitioner. Experience of teaching across Primary Phase. Experience of a significant Senior Leadership role within a primary school. A demonstrable track record in leading significant whole-school improvement in either curriculum or standards including the analysis and interpretation of school data.	Experience in more than one school. Experience of working with governors, parents and the wider community. Experience of teaching pupils for whom English is not their first language. Involvement in school self-evaluation.	Application form, Interview, Presentation
Educational Philosophy and outlook	Identification with the school's stated aims and values. A recognition of the value of partnership with parents, other schools and the Trust. A high commitment to the provision of excellent quality teaching and learning. A belief that high expectations for all students is a key driver for improving outcomes.		Application Letter Interview Task
Professional Knowledge and understanding	A proven track record as an outstanding teacher. Knowledge of the curriculum for EYFS, Key Stage 1 and 2 and effective pedagogy. Sound understanding of assessment, recording and reporting. Understanding of high-quality teaching and the ability to model this for others and support others to improve. Knowledge of how to analyse and use data and target setting can raise standards. Excellent data analysis and production of quality reports. The ability to lead by example and build on good practice. Experience of managing and leading a team. Understanding of the SEN Code of Practice.	Evidence of highly effective teaching in more than one year group. Understanding of the Ofsted Framework, particularly in relation to the Quality of Education. Understanding and knowledge of Pupil Premium including best practice for use of the Pupil Premium to raise standards. Understanding of school finances and financial management.	Application Letter Interview Task

Skills	<p>Highly effective communication and interpersonal skills.</p> <p>Ability to:</p> <ul style="list-style-type: none"> - build effective working relationships - support colleagues to be the best they can be - positively influence others - motivate, lead and manage people to work both individually and in teams - implement change and plan strategically - track the progress of all pupils, identify gaps and work with colleagues to improve provision for these pupils - hold others to account - communicate a vision and inspire others. 	<p>Experience of leading staff meetings and INSET</p> <p>Able to think creatively and solve problems.</p>	Application Letter Interview Task
Personal Qualities	<p>Essential:</p> <p>A firm commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.</p> <p>Leadership by example, personal integrity and authentic.</p> <p>Ability to work under pressure and prioritise effectively.</p> <p>Highly visible, approachable, collaborative and supportive.</p> <p>Reflective, resilient, tactful and unwavering.</p> <p>Commitment to maintaining confidentiality at all times.</p> <p>Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.</p>		Application Letter Interview Task

Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment.

We are keen to reward and recognize our staff and have developed a comprehensive range of employee benefits to achieve this.

Our staff benefit from:

- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment
- Generous Occupational Pension Schemes (employer contributions of 28.6% Teachers Pensions Scheme)
- Generous sickness benefits to support you in a time of need
- Free parking at all PKAT schools
- Free on-site annual flu vaccination scheme
- 24/7 free and confidential Employee Assistance Programme
- Wellbeing programme and support
- Additional planning days
- iPads and Laptops for all teaching staff
- Open door listening policy to Senior Leaders

Our people vision:

- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care

Safeguarding Statement

Keys Academies Trust and Longthorpe Primary Academy are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the Academy with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.



LONGTHORPE
PRIMARY ACADEMY

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