



Pennine Academies Yorkshire

RECRUITMENT BROCHURE





WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

Michael Thorp CEO



WELCOME FROM THE HEADTEACHER

Dear Candidate

Let us tell you more about our amazing school! We are a **thriving, energetic and vibrant** three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. We form part of Pennine Academies Yorkshire Multi Academy Trust, a growing Trust consisting of 7 schools. Here at Crossley Hall, our team of dedicated teachers bring our curriculum to life, in line with our school values of **inclusion, aspiration** and **happiness**.

To us these values mean:

- **Aspiration** – being full of hope for something better and working hard to make it happen.
- **Inclusion** – we value diversity; everyone feels safe and has a sense of belonging.
- **Happiness** – being curious, being respectful and having confidence = happiness

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and **wellbeing**. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build **positive relationships** based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Primary School. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have **enthusiastic**, well-behaved pupils, we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. **Our inclusive ethos** resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Eleanor Monnery
Headteacher, Crossley Hall Primary School





EMPLOYEE BENEFITS

WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
 - Counselling Services
 - Mindfulness Services
 - Weight Management
 - Physiotherapy
 - GP Helpline
 - Cancer & Chronic Illness Support
 - Menopause Support
 - Nurse Support
 - Whole School & Leadership Support
 - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities



WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

SO WHY WOULD YOU JOIN PENNINE?



1

WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.

2

WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?

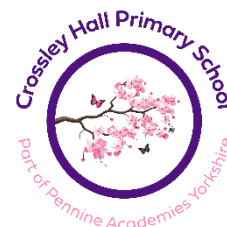
At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

Assistant Headteacher for Early Years



Crossley Hall Primary School | T 01274 488703

Headteacher: Eleanor Monnery

CLOSING DATE:

Thursday 6th November 2025

INTERVIEWS:

Monday 17th November 2025

L4 – L8, 32.5 hours per week. Permanent

Are you passionate about Early Years education and inclusive practice? Do you want to make a real difference to children's lives in a thriving, supportive school? Crossley Hall Primary School is seeking an experienced and enthusiastic Early Years Assistant Headteacher to join our dedicated team. Our large, vibrant primary school with over 600 pupils and diverse community is committed to ensuring every child achieves their full potential.

As an Assistant Headteacher at Crossley Hall Primary School, you will:

- ✓ Lead and develop high quality provision in our EYFS.
- ✓ Work closely with our supportive and forward-thinking leadership team
- ✓ Make a meaningful impact on children, families and colleagues

We will offer:

- ✓ A collaborative and inclusive school culture
- ✓ A supportive and forward-thinking leadership team who value professional development
- ✓ The opportunity to contribute to whole-school leadership and strategic direction

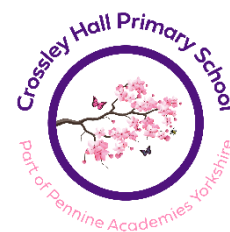
Please see our website <https://crossleyhallprimary.co.uk/> to view our Safeguarding Policy.

Visits to the school are warmly welcomed by arrangement. Please contact the Operations Manager to arrange an appointment or to ask for further information on 07741 164878 or e.jarockyj@chps.paymat.org

What Ofsted say (May 2023)

"Staff have equally high expectations of pupils' learning. This includes the youngest children. Pupils in all key stages achieve well."

JOB DESCRIPTION



JOB TITLE/POST:

ASSISTANT HEADTEACHER LEADING EARLY YEARS

SALARY:

LEADERSHIP SCALE 4-8

RESPONSIBLE TO:

THE HEADTEACHER

DATE:

NOVEMBER 2025

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



JOB PURPOSE:

- Provide strategic leadership for the Early Years Foundation Stage (EYFS)
- To act as a lead learner within school and promote excellence of teaching and learning through leading significant continued professional development within school and modelling practice.
- To support the school in securing effective education for all pupils and the continuous improvement of teaching and learning in the school.
- To make strategic evaluations of teaching, learning, and personnel issues as a supportive and well-motivated team member.
- You are required to carry out the duties of a school teacher as set out in paragraphs 64 to 67 (inclusive) of the School Teachers' Pay and Conditions Document 2005 (hereafter called the Document) Part 2: Post -Assistant Headteacher Primary Group 2. Part 3: You are required to carry out such professional duties which form part of paragraph 60 of the Document which the Headteacher may reasonably ask you to undertake.
- Support the Headteacher and senior leadership team in the day-to-day management of the school and in the implementation of the school vision and values
- In addition you are required to undertake the following responsibilities, which may or may not be included above:

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

RESPONSIBILITIES

- Lead and develop high-quality EYFS teaching and learning
- Oversee and monitor the progress and attainment of pupils in EYFS, ensuring early intervention where appropriate
- Develop and implement effective strategies for inclusive teaching and learning
- Lead and manage staff within EYFS, including performance management and professional development
- Support the transition of pupils into EYFS and from EYFS to Key Stage 1
- Contribute to school self-evaluation and improvement planning
- Promote a safe and nurturing environment for all pupils
- Uphold and promote the ethos and values of Crossley Hall Primary School

TEACHING & LEARNING:

- Monitor and evaluate pupil achievement and attainment of all children in Early Years.
- Lead by example as a teacher and as a manager, achieving high standards of pupil attainment, behaviour and motivation through effective teaching.
- Support leaders and teachers in effective provision for all pupils particularly those with special educational needs.
- Model and provide support and guidance in both the Nursery and Reception in the development and implementation of curricular initiatives.
- To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils' work.
- To review long term planning to ensure coverage, progression and a range of learning experiences throughout the school.
- Supporting staff to meet personal and professional targets.
- Ensure staff share the aims of the school in promoting a high quality of learning in the classroom
- To monitor the standards of behaviour and achievement across Early Years.
- Set appropriate expectations for staff and pupils in relation to standards of pupil's achievements and the quality of teaching, establishing clear targets for improving and sustaining pupil's achievement supporting the process of teaching and learning in accordance with agreed policies and guidelines.

RECORDING & ASSESSMENT:

- Update the Headteacher, other senior managers and trustees on the effectiveness of provision for pupils throughout the school to include an annual development plan.
- Have input into the target setting process for raising achievement for pupils and feedback to the Headteacher.
- Monitor progress and ensure appropriate action plans are in place where issues are identified.
- Ensure planning is effectively carried out and ensure individual needs are being met.

LEADERSHIP:

- Contribute to establishing the core values of the leadership team and their practical expression.
- Contribute to management decisions on all aspects of policy, development and organisation by playing a significant role in the preparation, implementation and monitoring of the school's development plan.
- Support the Headteacher and staff in the review, implementation, development and monitoring of whole school policies which promote the school's values, aims and objectives.
- Assume responsibility for the management of the school in the absence of the Headteacher and the Deputy Headteacher.
- Attend SLT meetings as required, and report back to staff when necessary.
- Establish good relationships, encourage good working practices, support and lead teachers.

STANDARDS & QUALITY ASSURANCE:

Support the aims and ethos of the school.

- Liaise with Trustees, when appropriate, to facilitate their overview of school management;
- Attend and participate in open/parent evenings.
- Uphold the school's behaviour code/relationship policy and uniform regulations.
- Participate in staff training.
- Leading in Continuing Professional Development
- Attend team and staff meetings.
- Develop links with Trustees, LEAs and neighbouring schools including other specialist settings

PEOPLE & RELATIONSHIPS:

- Sustain effective, positive relationships with all staff, pupils, parents and Trustees and the local community.
- Support Curriculum Co-ordinators within the context of school policies, in relation to working practices and relationships to be fostered with pupils, including those relating to behaviour, discipline and attitude.
- Encouraging moral and spiritual growth and civic and social responsibility amongst pupils
- Manage and develop effective working relationships with Headteacher and senior managers in the school.

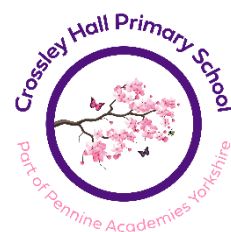


HUMAN & MATERIAL RESOURCES AND THEIR DEVELOPMENT & DEPLOYMENT

- Lead the professional development of all staff through example, coaching peer support and target setting.
- Contribute to the audit of staffs' development and training needs and the provision of effective INSET.
- Ensure support and training during the induction of new staff and for trainee teachers.
- Support the establishment of priorities for expenditure across the whole school and within departments.
- Maintain effective and efficient management and organisation of the accommodation and resources of the school.
- Ensure the maintenance of a structured environment for effective teaching and learning, for good behaviour and discipline and for pupils' spiritual, moral, social and cultural development.



PERSONNEL SPECIFICATION



Personal Specifications

(E=Essential D=Desirable)

Education and Training

Qualified Teacher Status	E
First Degree or Equivalent	E
Evidence of further professional development	E
Management Training	D
Undertaken Leading from the Middle or similar	D

Relevant experience

Successful teaching experience in Early Years Foundation Stage	E
Excellent classroom teacher with a proven commitment to improving the quality of children's learning	E
Knowledge and experience of School Development Planning and Curriculum Planning	E
Evidence of successful leadership of a Curriculum area.	E
Evidence of liaising collaboratively with colleagues	E
Experience and knowledge of implementing a consistent behaviour policy.	E
Experience of monitoring teaching and learning	E
Understanding the importance of using data to raise standards	E
Experience in liaising with external professionals including Educational Psychologists, SALT etc	E
Experience in two or more schools	D
Experience of having responsibility for a class in EYFS/ KS1	D
Experience in organising and leading assemblies	D
Evidence of participating in and developing extra-curricular activities	D
Experience of Performance Management	D

Skills and Aptitudes	
In-depth knowledge of EYFS curriculum and best practice	E
Ability to analyse data and use it to inform provision	E
Commitment to the safeguarding and promoting the welfare of children and young people	E
Ability to motivate and lead a team with sensitivity and energy	E
Ability to communicate effectively, both written and oral, with a wide range of people	E
Skill at managing change	E
A commitment to promoting high expectation of pupil outcomes at all times	E
Sense of humour	E
Stamina and resilience	E
Ability to foster excellent relationships with pupils	E
Ability to work collaboratively and independently as needed	E
To be committed to the safeguarding of all pupils	E
Commitment to inclusive education and equal opportunities	D
Experience and understanding of ICT as a management tool	D
Ability to foster links with local community and with other schools, locally, nationally and internationally	D
Ability to motivate commitment among all staff groups and to lead staff meetings	D



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